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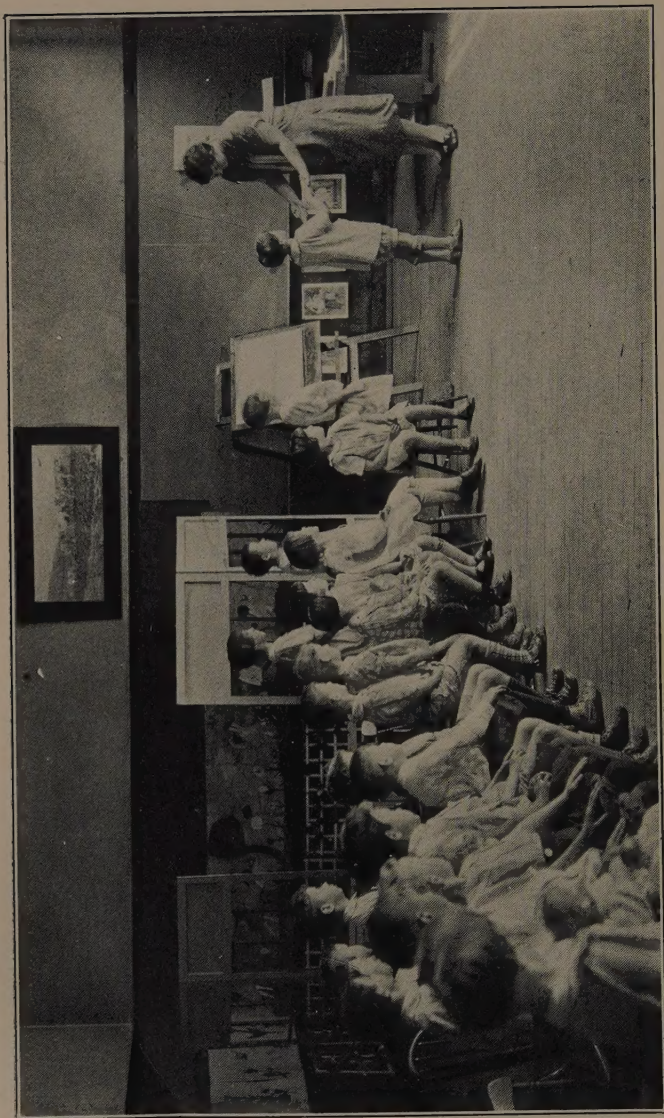




HEALTH AND PHYSICAL EDUCATION  
FOR ELEMENTARY SCHOOLS







A FIRST-GRADE TEACHER CONDUCTING HEALTH-HABITS INSPECTION



# HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS

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## PREFACE

It is the purpose of this book to present a modern program of health and physical education for elementary schools. It is hoped that the book will prove useful to two groups of people, those who are engaged in elementary teaching and those who are preparing for elementary teaching.

The writers gratefully acknowledge their indebtedness to the many students in the department of physical education at Ohio University who have assisted in the selection and classification of games material, and to the Ohio Public Health Association and its executive secretary, Dr. Robert G. Paterson, for encouragement and assistance in connection with the preparation of the manuscript. They are indebted to Dr. Clifford L. Brownell for helpful advice and for a critical reading of portions of the manuscript.

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ALONZO FRANKLIN MYERS  
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ATHENS, OHIO  
November, 1928





## TABLE OF CONTENTS

CHAPTER	PAGE
I. RECENT TENDENCIES IN HEALTH AND PHYSICAL EDUCATION . . . . .	I
II. A MODERN HEALTH AND PHYSICAL EDUCATION PROGRAM . . . . .	19
III. MAKING THE SCHOOL A HEALTHFUL AND ATTRACTIVE PLACE . . . . .	29
IV. MENTAL HYGIENE . . . . .	38
V. THE TEACHING OF HEALTH HABITS . . . . .	47
VI. NUTRITION AND HEALTH . . . . .	55
VII. COMMUNICABLE DISEASES AND THEIR PREVENTION. . . . .	64
VIII. THE CORRECTION OF PHYSICAL DEFECTS . . . . .	75
IX. FIRST AID . . . . .	85
X. HEALTH INSTRUCTION, GRADES I, II, AND III . . . . .	93
XI. HEALTH INSTRUCTION, GRADES IV, V, AND VI . . . . .	115
XII. THE SUPERVISED PLAYGROUND . . . . .	144
XIII. PLAYGROUNDS AND EQUIPMENT . . . . .	152
XIV. TYPES OF ACTIVITIES . . . . .	164

CHAPTER	PAGE
XV. ATHLETICS . . . . .	181
XVI. INFORMAL CALISTHENICS. . . . .	215
XVII. ACTIVITIES FOR FIRST GRADE . . . . .	220
XVIII. ACTIVITIES FOR SECOND GRADE . . . . .	233
XIX. ACTIVITIES FOR THIRD GRADE . . . . .	248
XX. ACTIVITIES FOR FOURTH GRADE . . . . .	269
XXI. ACTIVITIES FOR FIFTH GRADE . . . . .	290
XXII. ACTIVITIES FOR SIXTH GRADE . . . . .	311
INDEX . . . . .	337

HEALTH AND PHYSICAL EDUCATION  
FOR ELEMENTARY SCHOOLS





# HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS

## CHAPTER I

### RECENT TENDENCIES IN HEALTH AND PHYSICAL EDUCATION

One of the greatest handicaps with which those interested in the field of elementary education have to contend is the tendency to organize elementary education materials in the same highly specialized manner as they are organized for advanced students in the various fields of human knowledge. It is not difficult to discover the principal reason for this procedure. It is the specialists in the various fields who write the elementary-school textbooks. These specialists are, for the most part, highly and narrowly trained. They generally resent proposals looking toward the reorganization of subject matter for use in the elementary school if the proposed reorganization involves the unification of materials from different major subject-matter fields. For example, the geographer may be expected to disapprove of the proposal that geography, history, and civics be dropped as separate subjects in the elementary school, and be

succeeded by certain social studies which would present in a unified form much of the material now presented in the study of each of these subjects.

The situation in this country is further complicated by the fact that American elementary schools are much more dependent upon textbooks than are the schools of any other country. Our textbook writers determine for us very largely what shall be taught as well as how it is to be taught.

This unfortunate tendency toward a high degree of specialization in elementary-school subjects is well illustrated in the case of health education and physical education. If there are any two subjects in the elementary-school curriculum which belong together naturally and of necessity it would seem to be these two. Yet it is only in the most progressive school systems that anything approaching a proper unification of these two subjects has been accomplished.

In their historical development health education and physical education have had little in common. This is explained first by the fact that each of these subjects has been developed largely by a group of specialists who have shown little interest either in the other subject or in the general field of education, and, second, by the fact that the present tendency toward the unification of subject matter from related fields for use in the elementary school is a rather recent development. A brief survey of the historical development of health education and of physical education may help the reader to understand the present lack of coördination of these two subjects.

**History of health education in the elementary schools.**—We have passed through several stages of development in American public-school practice with reference to our conception of school health work. Twenty-five or thirty years ago physiology textbooks were concerned chiefly with naming the bones of the body, tracing the circulation of the blood, and defining the functions of the various organs. It is not surprising that such subject matter found its way into the physiology textbooks, and consequently into the courses of study in health in the elementary schools of that period. The same kind of thing was happening in connection with all of the school subjects. Experts in each subject were writing textbooks which were merely simplified, logically arranged digests of what they themselves knew about these subjects.

Of course, such health instruction did not function to any marked extent. In order to test that, we who were the recipients of such instruction need only ask ourselves these questions: How many of us can now name the bones of the body, and trace the circulation of the blood? What use have we had for this information since we acquired it, aside from using it to instruct others in the same information? In what way has the possession of this information been beneficial to our health? The writer recently asked these questions of several large groups of experienced teachers attending county teachers' institutes in Ohio. About two per cent of these teachers were able to name the bones of the body, and approximately the same number were able to trace the circulation of the blood. Yet well over

one half of all these teachers admitted that they had once been able to do both of these things.

The first important change in textbooks and in courses of study in health was in the direction of less attention to body structure and greater attention to such subjects as sanitation and hygiene, proper diet, the importance of plenty of sleep, fresh air, and similar subjects. There were two important reasons for this change of emphasis in health instruction. First, educators began to realize that the layman does not need the same kind of information as is needed in the training of the specialist. Second, people were becoming conscious of the tremendous importance to health of such matters as sanitary and hygienic conditions, wholesome diet, proper amount of sleep, and plenty of exercise.

The next important change in textbook organization and content, and in courses of study in health, was in the direction of the teaching of health habits. Today, in modern elementary schools, health instruction is largely a matter of *practicing* health. We have tooth-brush drills, we have daily inspections for clean teeth, clean faces and hands, we weigh children, and we provide food at school for undernourished children. We teach children not to sneeze without first covering the mouth and nose with a handkerchief. We have physical examinations by physicians, dentists, and nurses. We pay great attention to proper lighting and ventilation in school-building construction. We are gradually replacing the old type of school desks with furniture which is movable and adjustable, and which is scientifically constructed to meet the needs of the child. In



brief, the modern conception of health work in elementary schools is that it is a matter (1) of building health habits; (2) of giving the child such information about health as will aid him in protecting and improving his own health; (3) of interesting the child in his own health; and (4) of safeguarding the health of the child, through physical examinations and inspections, and by creating a healthful situation in the classroom.

**History of physical education in the elementary schools.**—Physical-education practice has undergone changes which are just as important as those which have occurred in the field of health education. Thirty years ago physical training, or physical culture, was conceived to be largely training in formal gymnastics. It was based on the old Swedish and German systems. Much use was made of gymnasium apparatus and of formal exercises on the gymnasium floor. The principal aim seemed to be the development of a high degree of skill in the performance of acrobatic and athletic stunts. Major emphasis was given to muscular development. The effect of the physical training of that period upon people generally was negligible.

The development of physical education received its greatest impetus as a result of the disclosures regarding the lack of physical fitness of the youth of America at the time of our entrance into the World War. It was discovered that approximately thirty per cent of the young men who were examined for military service were not fit for active duty. This discovery precipitated the question whether our educational program had not failed to take due cognizance of the importance of

physical training in the education of boys and girls. It also caused educators to question the validity of much of the older physical-education practice. One definite outcome was the demand that more time and attention be given to physical education. This demand, in many states, took the form of legislation requiring that physical education should be taught to all children.

With this tremendous increase in the number of children who were to receive physical training, certain changes were made necessary in the physical-education programs. It was impossible to provide gymnasium apparatus in sufficient amount to provide training for all of the children. Furthermore, physical educators were becoming conscious of the fact that the old type of training did not seem to secure satisfactory results. The result was that the physical-training program was modified to make place for a program which would accommodate larger numbers. The program that was quite common ten years ago was one which gave chief attention to group instruction in calisthenics and to marching. There was also a noticeable tendency on the part of the more progressive physical directors to introduce a limited amount of informal work. Under this program much attention was given to securing precision of movement and instantaneous obedience to command. The aims of physical education were considered to include the development of such qualities as obedience, exactness and precision, self-control, and endurance. These aims were in harmony with the old faculty-psychology which taught that such general qualities were capable of development and transfer.



A SINGING GAME IN A PLAY BY THE SECOND GRADE



During the last ten years there has been a tremendous increase in the provision by the public of facilities for recreation and supervised play. This development originated largely outside of the public school physical-education programs. It was promoted by such organizations as the Playground and Recreation Association of America and by many city playground associations. This type of physical-education procedure has been received so favorably by the public that it has rapidly been incorporated into the public school physical-education programs. In fact, this informal type of physical-education procedure has developed to such an extent that it seems destined to relegate to a distinctly minor position the older physical-education practices, such as formal gymnastics, calisthenics, marching, and the like.

The new physical education is concerned primarily with providing wholesome and healthful forms of recreation. It endeavors to provide the maximum of opportunity for the practice of good citizenship, sportsmanship, and leadership. It seeks to build its program upon the child's own natural tendency to play. The newer aims of physical education no longer include the development of such general qualities as exactness, precision, and obedience. Such aims became obsolete with the rejection of the old faculty-psychology and the theory of formal discipline.

**Modern aims in the two fields.**—It may be helpful at this point to summarize the discussion of the development of the two fields—health education and physical education, by the inclusion of two quotations, one of

which states the modern aims of health education, and the other, the modern conception of physical education.

The following statement of the aims of health education is quoted from the report of the Joint Health Committee of the National Education Association, entitled "Health Education," p. 9, published in 1924:

1. To instruct children and youth so that they may conserve and improve their own health.

2. To establish in them the habits and principles of living which throughout their school life, and in later years, will assure that abundant vigor and vitality which provide the basis for the greatest possible happiness and service in personal, family, and community life.

3. To influence parents and other adults, through the health-education program for children, to better habits and attitudes, so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.

4. To improve the individual and community life of the future; to insure a better second generation, and a still better third generation; a healthier and fitter nation and race.

The statement which follows sets forth very clearly the modern conception of the physical education program.<sup>1</sup>

Physical education should be a natural, not an artificial process. It should agree fundamentally with the tenets of general educational theory. All education after all is a development from within; we are not all created equal, as is shown by the comparative study of children; education cannot be taken on, but comes through the workings of natural instincts and desires; it is an internal development, not an

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<sup>1</sup>WILLIAMS, JESSE FEIRING.—*The Organization and Administration of Physical Education* (The Macmillan Company, New York, 1922), pp. 10, 11.



acquisition of information. Adequate physical education cannot be attained by thinking of it as a system of exercises for health purposes, as a means for developing better soldiers. It must represent an effort to afford the child an opportunity to express himself in the doing of worthy things. It must be guided by the needs of the child from the child's viewpoint, corrected by educational psychology, physiology, biology, and sociology. It must recognize the play instinct; it must renounce the theory of formal discipline; it must vivify the gymnasium with living, purposeful, wholesome forms of play and physical exercises.

**Tendency toward closer relationship between health education and physical education.**—It seems clearly evident in the light of the foregoing discussion and the statements quoted from leaders in the fields of health education and physical education that the conception of the aims and objectives of these subjects has undergone a number of radical changes in the past twenty-five or thirty years. It is our present purpose to show that these changes have been in harmony with modern developments in the field of general education. We will then endeavor to show how these changes in our conception of health education and physical education inevitably bring these two subjects into much closer relationship with each other.

**Educational theories.**—We have already had occasion to refer to the theory of formal discipline which furnished the justification for many of the former objectives of physical education. For example, it led physical educators to believe that by securing prompt obedience to commands given in an exercise on the gymnasium floor they were developing in their pupils a general



quality of obedience which would be practiced in other situations. With the abandonment of this theory by the educational world, physical education was under the necessity of giving up many of its vague objectives and of finding its chief justification in the contribution which it could make to healthier and happier living.

Another fundamental change in thinking in the field of general education, one that has influenced the development of health education, is in our conception of the meaning of learning. The older notion of the meaning of learning was that it was the ability to give back on demand certain information which had been imparted. According to this conception, teaching the child *about* health was sufficient. The new notion of learning is that *a thing is actually learned only if it modifies the way the learner acts*. It must enter into the experience of the learner and modify his behavior or it is not really learned. In the light of this conception of the meaning of learning, we see that we must be concerned not primarily with teaching facts *about* health but with securing the practice of those habits which *promote* health. In the past, activity belonged to physical education; reciting about the need for activity belonged to health education. Activity now becomes an essential characteristic of health education.

Let us consider another changed conception in the field of education, that of the definition of education itself. A former definition of education, and one which had much to commend it, was that education is preparation for life. The acceptance of this definition resulted in the elimination of much useless material from the

courses of study. It was seen that many things which were being taught in the elementary school—such as cube root, and much of formal grammar—did not contribute to preparation for life, and so they were eliminated from the curriculum. Similarly, this same conception of the purpose of education resulted in the elimination from the course of study in health of such topics as naming the bones of the body and tracing the circulation of the blood.

Now we have come to accept a better definition of education. We believe that education is not merely preparation for living, but that it is life itself. We believe that the child will be best educated if he lives most fully and most completely here and now. Furthermore, we believe that the child will be best prepared for living at some future time if we so arrange the situation that he can live most fully and completely now. This definition of education is not new to teachers. It has been accepted in theory for some time, but we still teach as if we had not accepted it.

One reason why we are slow to put new theories into practice is because we do not possess a satisfactory technique for applying them. For example, we may accept in theory the definition of *learning* stated above, namely, that a thing is learned only if it modifies the behavior of the learner. But how are we going to be sure that the thing to be taught will actually modify the behavior of the learner and enter into his experience? The likelihood seems greatest that this will happen if it is learned as a result of a felt need on the part of the learner for the learning of that thing. Then suppose

the learner does not feel a need for learning the thing. Shall we say that we will never teach the child anything which he does not feel a need for learning? The majority of us would answer this question in the negative. There are certain skills such as learning to read, which we feel are so important that they must not be neglected. We should recognize, moreover, that our difficulty is chiefly one of technique. If we teach skilfully enough, and if we are not in too great a hurry, the child will wish to learn those things which he needs to learn.

What is the significance of this discussion in relation to health and physical-education instruction? Simply this: the activities program in connection with physical education, if closely related to the health instruction, will provide the motivating element which will cause the child to want to learn what he should know regarding health and how to keep fit. Furthermore, our instruction in health will follow closely the child's own felt needs in connection with health rather than follow a predetermined course of instruction in health.

Just as it has been difficult to accept in practice the new definition of learning, so are there certain difficulties in the way of a complete acceptance in practice of the new definition of *education*. We may agree in general with the definition which states that education is life, rather than preparation for life, but in many subjects we still teach as if we believed in the older definition. Let us consider the teaching of arithmetic as an example. According to the new definition of education the child should be taught arithmetic at such times and in such amounts as his own present needs require. According

to the old definition of education he should be taught those arithmetical facts which he will probably need at some future time. Which definition are we going to accept in practice in our teaching of arithmetic? We are well aware that the majority of children will forget much of what we teach them long before they have a real need for using it. We also know that when the boy becomes a man he may find little use for the facts and principles of arithmetic which we have taught him. On the other hand, his present needs for arithmetical information are so few that we feel quite sure if he does not learn more arithmetic than his present needs demand he will later be seriously handicapped because of his lack of arithmetical training. It is important to note that here again our difficulty is probably one of technique. When we teach skilfully enough there will probably arise a greater number of real situations in which the child will need arithmetical information. Until we do acquire a teaching technique which meets the demands of the new theory we must proceed cautiously toward an acceptance in practice of the new theory.

There are certain school subjects, however, in which it seems to be less difficult to accept in practice the new definition of education. The teaching of health seems to be particularly well adapted to an application of this definition. Probably all would agree that it is more desirable to have the child live continuously a healthy life than it is to teach him a large amount of information about health. The chances also seem greater that the child will become a healthy adult if we can so arrange

the situation that he will have a healthy childhood than if we were to neglect his health in childhood but give him much information about health to be used at some future time. Fortunately we are not under the necessity of making a choice between providing a situation which will insure a healthy childhood and giving the child information about health. Adequate health instruction can be given in connection with the child's felt needs for the promotion and protection of his own health.

**Common objectives in health and physical education.**—It was stated earlier in this chapter that we would endeavor to show how recent developments in health education and physical education, which have brought these subjects into a more harmonious relationship with modern educational theory, have inevitably brought them into much closer relationship with each other. As was pointed out in the discussion of the historical development of these two subjects, the old health education and the old physical education had little in common. The one was an uninteresting compilation of specialized information thrown together by representatives of the medical profession and was almost entirely useless to the child so far as his health was concerned. The other was primarily a system of formal gymnastics and calisthenics which, according to physical education leaders, could be guaranteed to develop qualities of promptness, obedience, leadership, and precision.

The new health education and the new physical education have a common primary objective—the promotion of physical welfare. The methods employed

in the achievement of this objective are not the same; the materials and the equipment are not the same; but the chief ultimate aims of the two subjects are identical. This notion of the common objectives and of the close inter-relationship of health education and physical education is well expressed by Snedden.<sup>1</sup>

One set of educational procedures aims primarily at promoting development of body, physical strength in general, ideals of health, special physical powers, beauty, longevity, health knowledge (personal hygiene and social sanitation).

If we examine the objectives enumerated by Snedden we discover that certain of these objectives, such as health knowledge, belong in the field of health education, that others belong in the field of physical education, but that the majority of them, including promoting development of body, physical strength in general, ideals of health, and longevity undoubtedly belong in both health education and physical education.

If we recognize the similarity in the objectives of these two subjects it seems inevitable that we should recognize the desirability of a much closer unification of them than we have had in the past. To fail to do so means failure to make effective utilization of the possibilities connected with a correlation of the two subjects. It means failure to make the child see the essential relationship between the practice of health habits and physical vigor as measured by achievement on the playground and the athletic field.

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<sup>1</sup>SNEDDEN, DAVID.—*Civic Education* (World Book Company, Yonkers, New York, 1922), p. 12.



From the standpoint of the majority of elementary teachers, a realization of the unity of purpose of health education and physical education would result in an entirely different attitude on their part toward their responsibilities in connection with the physical-activities program. They would regard the activities program as another valuable means of attack in the accomplishment of the health objective. They would see the possibilities of motivating health instruction through the activities program. The activities program would assume in their estimation an importance and a dignified position which they have never accorded to it in the past.

**Difficulties in the way of unification.**—The chief difficulty in the way of a proper degree of unification of health education and physical education at the present time is that elementary teachers are not being adequately trained in either of these fields. Furthermore, the training which is being given in each field generally fails to show the close relationship which exists between the two fields. The result is that elementary teachers tend to see little relationship between the health instruction—which is usually provided through the medium of a series of textbooks addressed to children on the subject of health—and the health-service program—including physical examinations and inspections by nurses and physicians—and the physical-activities program.

It is the opinion of the writers that the solution to the problem of how to bring health education and physical education into closer relationship to each other will be found largely in the teacher-training programs. If elementary teachers are adequately trained in the sub-



ject matter and methods of health education, including training with reference to their responsibilities in connection with the health service program, if they are adequately trained with reference to the physical-activities program, and if they are made to see the unity of purpose of these three aspects of the elementary-school program, the problem will be well on the way to a successful solution.

At the present time health instruction in the majority of elementary schools is being more adequately cared for than is the physical-activities program. This is explained by the fact that there is in use in practically every school some series of health textbooks for children. With the assistance of these textbooks the elementary teacher, even though she may possess very little information in this subject beyond that which is presented in the children's textbooks, is able to direct the study of the children fairly effectively. As yet no textbooks have been addressed to children on the subject of the physical-activities program. One obvious need, in the opinion of the writers, is for a series of textbooks for children in the intermediate grades of the elementary school which will present adequately both the health program and the physical-activities program, and which will help the children to see the essential relationship between these two subjects.

The authors are well aware of some of the difficulties in the way of unifying health education and physical education in elementary school practice. In addition to the fundamental difficulty that elementary teachers have not been trained for unification of these two sub-

jects, and the fact that leaders in each field have been slow to realize the inherent relationship existing between them, there is the difficulty that health education and physical education in the majority of school systems are not under a unified direction. It is not uncommon for a school system to have a physical director who is in charge of the entire physical-activities program, a health supervisor who supervises health instruction, and a health-service director who is in charge of physical examinations and inspections. There is, however, a tendency in some of the most progressive school systems to provide a unified direction of this work. An example of this in a city school system is found in Cleveland where Mr. Floyd Rowe has been designated as assistant superintendent of schools in charge of physical welfare. He has under his direction the entire health instruction, health service, and physical-activities program. The state department of education in Ohio has recently established a division of health and physical education with Dr. Clifford Brownell in charge.

The purpose of this book is to present a modern conception of health and physical education in elementary schools for the use of teachers in service and of students preparing for elementary teaching. The attempt is made to show the essential unity of purpose of these two subjects and to point out some of the ways in which each subject supplements the other in the attainment of their common chief objective—the development of healthier boys and girls.

## CHAPTER II

### A MODERN HEALTH AND PHYSICAL- EDUCATION PROGRAM

In the first chapter the authors endeavored to show how recent developments in health and physical education and in the general field of education have tended to bring the school health program and the physical-education program into much closer relationship with each other. It is the purpose of this chapter to present a modern health and physical-education program for an elementary school. The attempt will be made in this and in succeeding chapters to set up this program in sufficient detail to make it of real assistance to teachers who do not have the guidance of a course of study in health and physical education.

Three major phases of activity are represented in a modern elementary school program of health and physical education. These are: (1) health service; (2) health education; (3) physical education.

**Health service.**—By health service we mean all of the protective measures taken by the school to conserve and improve the health of the children. The health-service program includes the following activities:

Health examinations

Follow-up work for the purpose of securing the correction of remediable defects

### Clinics

Daily inspection by teacher or nurse for the purpose of detecting symptoms of communicable diseases

Periodical inspections and checking by the teacher or nurse, such as weighing and measuring, inspecting teeth, testing vision, etc.

### Health-habits inspection

Hygiene and sanitation of the school plant and equipment. (This includes all of the steps taken to secure healthful conditions in and about the school. The most important person in the success of this part of the program is the school janitor.)

### Provisions for safety and first aid

Hygiene of instruction. (This term includes all provisions made by the school for preventing the instructional program from injuring the health of the children.)

The health-service program is not strictly educational since it embraces those things done *for* the child rather than those done *by* the child. However, it would be a mistake to regard the health-service program as being unrelated to health instruction. In general, the health-service program should be utilized for the purpose of motivating the health instruction. For example, the child who has just learned that he is ten pounds underweight has an excellent reason for being interested in a study of nutrition. The proper regulation of the temperature in the classroom may mean nothing more to the teacher than an obligation to see to it that the room is kept at a temperature of 68° Fahrenheit. From the

standpoint of her health-service responsibilities this is all it does mean. However, if she is a wise teacher, she will see many excellent opportunities for health instruction in this problem of temperature control. The children will learn what constitutes the correct temperature for a classroom, and for homes as well. They will learn to read the thermometer. Through participation in regulating the temperature in the classroom they will acquire the habit of seeing to it that rooms at home are kept at a proper temperature.

In the opinion of the writers, the health-service aspects of the school health program have been seriously neglected in the past. This is due very largely to the fact that teachers have not been trained to appreciate their health-service responsibilities. In several of the succeeding chapters the health-service program is presented in detail from the standpoint of the classroom teacher's duties and responsibilities in this program.

**Health education.**—We regard health education in the elementary school as including not only formal instruction in health, but also all of the means at the disposal of the school for influencing favorably the habits, attitudes, ideals, and knowledge of the child with reference to individual and community health. If the health-education program is broadly conceived it will include much more than the materials and the discussions in the health period. It will utilize opportunities presented in the health-service program, in the physical-activities program, and in many other aspects of the work of the elementary school. In order that we may have an adequate appreciation of the import-

ance of the school health-education program it is essential that we should have some conception of the development of health education outside of the school.

Formerly medical practice was concerned almost exclusively with curative measures. One saw the physician when he was sick. The physician tried to make him well. He was through with the physician until the next illness. Nurses were for the purpose of ministering to the sick. Now the major emphasis is in the direction of preventing illness, of persuading people to live in such a way that they will not need medical attention. We have departments of public health in states, counties, and cities. These health departments are staffed with competent physicians and nurses who devote almost their entire time to the prevention of illness and the promotion of health. They are really engaged in selling health education to the public. In this work they have the hearty coöperation of the medical profession.

What has been the practical result of this recent interest in public health? It can perhaps best be expressed in terms of the declining death rate. In 1900 the annual death rate in the United States was 17.6 for every 1,000 of population. The death rate has declined steadily since that year. In 1926 the death rate was 12.1 for every 1,000 of population. If the death rate of the period from 1900 to 1903 had prevailed in 1926 there would have been 1,956,000 deaths in 1926. Actually there were about 1,425,600 deaths in that year. Such an achievement is truly remarkable. We do not know how much further improvement is possible,





A SCENE FROM THE SECOND-GRADE PLAY





but we do know that the possible limit of improvement is a long way in the future. It is safe to predict that during the next twenty-five years the death rate will decline steadily.

It seems evident that this tremendous improvement in public health has been due very largely to health education. Many agencies have contributed to this educational program. Among them should be mentioned the American Medical Association, state, county, and municipal public-health departments, the Child Health Organization, the National Tuberculosis Association, the life insurance companies, and the public schools. It is a well-known fact, however, that the public schools have not contributed as greatly to this big health-education program as they can. In the opinion of many competent public-health authorities, if further improvement in public health is to be commensurate with the improvement of the past, the public schools will have to carry a much larger share of the program than they have carried in the past.

This means clearly that teachers will have to be better trained in the field of health education. It means also that health education must have a more prominent place in the curriculum than it has had in the past.

Of what should the elementary school health-education program consist in order that the school may play its part in the big health-education program?

1. Major emphasis should be placed upon the formation of proper health habits, and upon the acquisition by the child of desirable attitudes and ideals with reference to health. A reasonably detailed statement of

these habits, attitudes, and ideals is contained in Chapters X and XI.

2. We should secure the coöperation of the children in setting up a health program, or project, if you wish to call it so, for the room. One important phase of this room health program should be, "How can this room be made a more healthful and attractive place in which to live?" Another problem should be, "How can we keep well and strong?" Still another problem which might well be considered in an intermediate grade is, "How can we help to make our homes and neighborhood more wholesome?" All of the health work and health instruction of the year in certain grades might well be organized around these three large interests. One advantage in organizing health instruction around such large problems is that such an organization makes it relatively easy to provide for proper correlation with other activities. For example, in connection with the problem of how to make the room an attractive place in which to live, it is almost inevitable that the art work will be correlated with this aspect of the health program. Similarly, in the consideration of the problem of how to keep well and strong, it is easy to cause the children to see the relationship between health and physical activities, and to guide them in planning an activities program which will be in keeping with their health needs.

3. We should give up the notion of the old page assignment, textbook study, and recitations in health.

We do not mean that the child will no longer need a good textbook in health. He will need it, and other

good reference books also. The difference will be in the way he uses these books. Instead of proceeding systematically through the textbook from the first page to the last, the teacher should have the children read for the purpose of securing information regarding the particular health problem in which they are interested at the time. For example, shortly after the opening of school in the fall, the teacher probably weighs and measures her children. In connection with this experience it should be easy to interest the children in the kind and the amount of food which they should eat. The answer, of course, will not be the same for all children. When epidemics of communicable diseases of children occur in the community, then is the proper time to direct the attention of the children toward their responsibilities in connection with preventing the spread of the disease. At the end of the year it may be true that some things which are in the textbook will not have been read. It will almost surely be true, however, that much more learning, in terms of the definition of learning which was suggested in Chapter I, will have taken place than if the textbook had been used in the traditional manner.

As was stated in Chapter I, it is the opinion of the writers that health instruction in the elementary school has been better provided for than has either the health-service program or the physical-activities program, largely because the materials for health instruction have been available in the form of the textbooks for children. We believe, however, that much improvement in health instruction is possible. In Chapters X and XI the

health-instruction program is presented in considerable detail.

**Physical education.**—The physical-activities program or physical education includes all of those aspects of the whole educational program that involve physical activity. Our tendency in the past has been to conceive physical education too narrowly. We have regarded physical education as a system of calisthenics, or as the activities of the recess period, or as athletics, or perhaps as a combination of these three. Because these activities have been kept separate from the rest of the school program we have had a tendency to regard physical education as being quite unrelated to the regular program of the school. Since it has been so regarded, and since teachers have had little training in physical education, there has been a tendency on the part of elementary teachers to neglect physical education and to minimize its importance.

In modern educational theory and practice physical activities have a prominent place. Children in modern elementary schools make things, such as bird houses and homes for their dolls. They dramatize the stories which they read. They reenact incidents from the history which they study. These activities are physical activities just as surely as are the games which they play on the playground. Modern schools no longer attempt to present material in water-tight compartments. They seek rather to educate the child, utilizing for this purpose whatever subject matter the situation demands. A modern conception of physical education must be broad enough to include those purposeful ac-

tivities which grow out of the regular curriculum as an integral part of the physical-activities program.

An excellent example of such teaching was furnished recently in the second grade of the Elementary Training School at Ohio University. The children decided that they would write a play to be presented at the regular school assembly. They wished it to be a fairy story, and as the date was near St. Valentine's Day, they wanted to feature valentines in the play. After considerable discussion, and with the assistance of the teacher, they agreed upon an outline for the play. Each child undertook the writing of certain parts of the dialogue. When this was completed, the contributions of the children were considered and discussed, certain parts were rewritten, and the dialogue for the play was finally completed. Then came the problems connected with scenery and properties, special costumes, and the assignment of parts. Some new rôles had to be created in order that each child might participate in the performance.

Before the play project was finally completed and presented considerable time had been devoted to it. The time ordinarily devoted to oral English and to writing was used in the writing of the play, the art periods were spent in the preparation of costumes and scenery, the music periods were spent in learning the songs which were included in the play, and the physical education time was spent in the adaptation of several singing games which were used in the play.

The illustration opposite page 6 shows the playing of the singing game which was presented in the opening

scene of the play. It was an adaptation of *Itiskit, Itasket*, a singing game which is presented in Chapter XIX. The words of the song were changed to read:

Valentines, Valentines,  
A green and yellow valentine,  
I wrote a letter to my love,  
And on the way I dropped it, *etc.*

A heart-shaped valentine, made by the children, was used instead of a handkerchief.

The play was presented at the regular Friday morning assembly. The presentation required about twenty minutes. As will be noted in the illustration, several mothers attended the assembly in spite of the rather unpopular hour, which was 8:30 in the morning. The illustration opposite page 22 shows the entire group on the stage. All of the costumes were made by the children.

Activities which grow out of the regular curriculum, however, are not sufficient for the activities program of the elementary school. Children like to play games. Wholesome play is important to health. It follows, therefore, that physical education must provide for an abundance of properly supervised play activities, as well as for the activities which grow out of other phases of the classroom work. In the chapters of this book which deal with the physical-activities program, major emphasis is given to the presentation of play activities. This is due to a conviction on the part of the writers that it is in connection with the play activities that elementary teachers have the greatest need for assistance.



## CHAPTER III

### MAKING THE SCHOOL A HEALTHFUL AND ATTRACTIVE PLACE

This chapter will deal with those aspects of the school health program which have to do with the problem of making the school a healthful and attractive place for children and teachers to work and live. Certain aspects of this problem are treated in Chapter VIII, those having to do with the provision of proper light and with proper seating.

**The school janitor.**—One of the most important factors in the problem of making the school a healthful place is the school janitor. The school which has good janitorial service is indeed fortunate. There are several reasons why the janitorial service in our schools is notoriously inefficient. The most important of these reasons are listed below.

1. We do not provide sufficient janitorial service. Small schools generally employ only such janitorial service as is needed for the operation of the plant during the entire school day. Obviously, a large share of the janitor's work should be done when school is not in session. The best practice would seem to indicate that the janitorial staff should be augmented by part-time employees who would work in the building during

the hours from 3:30 to 6:00 on school days, and all day on Saturdays. Only in this way can the school be kept clean without employing a larger janitorial staff than is needed during that part of the day when school is in session.

2. School janitors are frequently incapable of performing their tasks efficiently. In many school systems where the superintendent of schools is given a free hand in the employment of teachers, and where only well-trained and competent teachers are employed, the board of education reserves the right to appoint school janitors on a political or a philanthropic basis. The result of this practice is that school janitors are frequently physically incapable of performing their work efficiently. In many other cases they are lazy and incompetent, and entirely lacking in decent standards of cleanliness and sanitation.

3. School janitors have not been trained in the proper performance of their duties. Very few schools have undertaken the important task of instructing the janitorial staff in the proper performance of their tasks, and very few studies of this subject have been made. The best study of this subject, and one that is commended to school administrators and teachers to the end that they may pass on the information to the janitorial staff, is *An Analysis of Janitorial Service in Elementary Schools* by Reeves. It is published by the Bureau of Publications, Teachers College, Columbia University, New York City. This study, which was a doctor's dissertation in Teachers College, makes a thorough analysis of the janitor's duties, and a careful



A WELL-ARRANGED CLASSROOM



study of the most efficient way to perform each of these duties.

4. School janitors have not been supplied with proper equipment for performing their duties properly.

**Duties of the school janitor.**—The following duties and methods should be impressed upon the janitorial staff of the school.

1. Schoolrooms, corridors, and stairways should be swept thoroughly every day. There is no excuse for doing this work less frequently. The majority of school rooms are not swept daily because there are generally too many janitors during that part of the school day when this work cannot be performed, and an insufficient number during the hours when this work can be done.

All sweeping should be done after the close of the afternoon session of school. Brooms should never be used. If the school is not equipped with a vacuum cleaning system, brushes should be used. All dusting should be done in the morning, at least one half hour before children are admitted to the building. Under no circumstances should janitors be permitted to sweep the rooms, corridors, or stairways at times other than those indicated above.

2. Woodwork should be dusted once each week.

3. Walls, window shades, wall pictures, and other decorations should be dusted at least once each month.

4. Windows should be washed at least three times each year on the outside, and once each month on the inside.

5. Blackboards should be thoroughly cleaned by the janitor every other day.

6. Erasers should be cleaned thoroughly by the janitor every other day.

7. Chalk trays should be cleaned daily.

8. The floors of kindergarten and primary rooms should not be oiled. The practice of oiling other schoolrooms is of doubtful value, provided provision can be made for cleaning them sufficiently often. The frequency with which classrooms should be scrubbed depends upon whether or not oil is used on the floors. Floors which are not oiled should be scrubbed every two weeks. In kindergarten and primary rooms, where the children sit on the floor frequently, the floors should be scrubbed once each week. When floors are oiled, oil should be applied sparingly. They should be scrubbed several times during the year, and fresh oil applied.

9. Seats and desks should be thoroughly cleaned at least once each month.

10. Wash bowls, sinks, and drinking fountains should be cleaned daily.

11. Toilet rooms should be cleaned daily.

12. The entire building should be given a thorough general cleaning at least twice each year.

If the teacher is not to be expected to do part of the janitorial work, and she should not be expected to do so, and if the janitorial work is to be done in a manner such as that suggested above, it will readily be seen that additional help will be needed during those hours when this work can be done. If school officials will take the trouble to budget the time of the janitorial staff properly they will in many cases be able to secure efficient serv-

ice, such as that outlined above, without any considerable increase in the cost of the janitorial service.

**Decorations.**—Many schoolrooms have entirely too many decorations. Very few schoolrooms present an attractive appearance. The following suggestions regarding the selection and arrangement of decorations should be helpful:

1. Avoid dust catchers.
2. Do not keep children's work on display after it has served its usefulness. In some schoolrooms these displays are permitted to accumulate throughout the year, and even over a number of years, with the result that these rooms have a very untidy appearance.
3. Select decorations on the basis of children's interests, rather than on the basis of adult interests. (A small number of very good decorations will be more effective than a large number of cheap, unattractive decorations. This is particularly true of pictures.)
4. Try to secure proper balance and proportion in the arrangement of decorations. This principle is well illustrated in the arrangement of pictures in the third-grade classroom, a photograph of which is reproduced opposite page 30. Notice that the frames of these pictures are smooth and straight. It is easy to keep them free from dust.
6. Hang wall decorations as low as possible. The presence of blackboards makes this problem a difficult one in most classrooms.
7. If plants are kept in the classroom, arrange them in such a way that they will not obstruct light. This may be accomplished either by having a plant box,



placed entirely below the window, with only the plants extending into the light, or by suspending the plants from brackets fastened to the wall between the windows, as was done in the illustration opposite page 30.

8. There should be a room bulletin board. The material for the bulletin board should be either cork or burlap. It should be placed where all the children can see it easily. Material on the bulletin board should be arranged according to interest, and should be arranged in such a way as to present an attractive appearance. All four corners of mounts should be fastened to the bulletin board. When material has served its usefulness it should be removed. Material on the bulletin board should be kept free from dust, and in a sanitary condition. The color of the bulletin board should harmonize with the color scheme of the room.

9. Do not use window curtains, and do not place in the windows objects that will obstruct light.

**Ventilation.**—We have been accustomed to believe that a school building which was not equipped with a fan system of ventilation could not be properly ventilated. For a number of years it has been a commonly accepted practice in providing for the ventilation of classrooms that there should be admitted into the classroom thirty cubic feet of air per minute per pupil. This standard cannot be met without resorting to forced ventilation. The result has been that large sums of money have been expended upon ventilating systems in school-building construction. Recent studies of the subject have tended to discredit the notion that it is necessary to admit thirty cubic feet of air per minute

per pupil, as well as several other commonly accepted theories of ventilation. Two studies which have thrown considerable light on this subject are the *Report of the New York State Commission on Ventilation*, and *The Ventilation of School Buildings* by McClure, published by the Bureau of Publications, Teachers College, Columbia University, New York City.

In Ohio, the State Industrial Commission requires that such ventilation should be provided as to secure six changes of air per hour. Under ordinary conditions of occupancy this is about equivalent to the standard of thirty cubic feet of air per minute per pupil. Research which has been made in this subject would seem to indicate that there is no justification for this standard, and that its application has resulted in the needless expenditure of millions of dollars in school-building construction.

Many teachers work in school buildings where this expensive equipment has been provided, and where the fans have not been used for years. In the majority of school buildings which are equipped with ventilating systems the fan is used only during that part of the year when heat is used. It is certainly obvious that if forced ventilation is necessary part of the year it should be necessary all of the time.

The best advice about ventilation seems to be that mechanical ventilation is not essential for school buildings except in special cases, such as very noisy locations in which it is inadvisable to open the windows, or exceptionally dusty or malodorous surroundings. In the *Report of the New York State Commission on Ven-*

*tilation* it is stated that schoolrooms provided with window deflectors, with radiators beneath the windows, and with exhaust ducts, may be successfully ventilated throughout the winter season without fans.

It has been urged as an argument for forced ventilation that teachers are careless about providing window ventilation. Those who have worked in school buildings provided with mechanical ventilation systems know that there is very little truth in this argument, for it is usually difficult to keep teachers from opening the windows, even where forced ventilation is provided.

The following statements regarding ventilation seem to be justified, for they are the result of scientific research:

1. The factors of primary importance in ventilation are air temperature, relative humidity, and air movement.
2. The most important factor in ventilation is temperature. The most desirable temperature for schoolrooms is from 65° to 68° Fahrenheit.
3. The chief cause of danger in badly ventilated rooms is overheating.
4. High temperature combined with high humidity is especially harmful, because the effect of high humidity is a decrease in the heat loss from the body.
5. Air movement is especially desirable because it facilitates the loss of body heat by the evaporation of moisture from the skin.
6. Dust, bacteria, organic poison in expired air, odors and carbon dioxide have been considered as being much more important in the ventilation problem than

they actually are. The presence of objectionable body odors in the classroom should not be considered a ventilation problem, but a hygiene problem. The remedy is more frequent bathing.

7. The system of window air supply with gravity exhaust seems to be the most desirable way to handle ventilation under ordinary conditions.

8. Schools that depend upon window ventilation should use window deflectors to prevent direct drafts. These deflectors should be of glass in order not to obstruct light.

## CHAPTER IV

### MENTAL HYGIENE

Mental hygiene as here considered has to do with the individual's happiness, his relations with his fellows, his aims and purposes in life, his efficiency, and the freedom from conflict that should characterize his daily life. It is not difficult to justify the inclusion of a consideration of mental hygiene in a series of talks to teachers on the school health program, for the aims of mental hygiene will surely never be attained in an individual whose physical condition is not good. Similarly, physical condition is largely dependent upon mental hygiene.

**The child's mental attitude.**—When the child comes to school for the first time he comes with certain well-defined attitudes toward school, toward authority, as expressed in the persons of the teacher and the principal, toward other children, toward play, toward himself. The wise teacher will take all of these things into account in inducting the child into his first school experiences. She must not expect a right attitude on the part of every child toward all of the new situations. Neither should she expect changes from wrong attitudes to right ones to be abrupt. She must see to it that desirable changes are gradually but surely made. The child's personality, his attitudes and prejudices, his

thoughts and feelings, and his ideals are well developed at the time of his entrance to school. They are capable of modification, but not of sudden uprooting without danger of serious consequences to the child. We must remember that the child is a personality before we ever get him. That personality must be respected.

The attitudes and prejudices, feelings and emotions that the six-year-old will bring with him to school on the first day are as varied as the kinds of homes from which the children come. The following are representative of some of the attitudes which children may be expected to bring with them at the time of their first entrance to the public school.

1. That teacher and principal must be feared. This attitude is one of the most common of all. Many parents and older brothers and sisters take delight in teasing the young child about the terrible experiences he will encounter when he starts to school. They, like so many teachers, have failed to respect the personality of the child. They do not realize that his thoughts and feelings, his prejudices, his fears, and his dislikes are as important to him as theirs are to them. So they tell him about some kind of spanking machine which the principal has in his office for punishing little boys and girls who do not obey. They tell him what the teacher will do to him if his behavior is not good. Part of this is for the purpose of insuring good behavior on the part of the child, frequently with a sincere desire to help the child make his adjustment to the new situation. Unfortunately some teachers in the past have justified such parental precautions. The result is that the child



comes to school in fear and trembling. He has to be brought to school, he cries, and is afraid when his mother leaves him. The child who comes to school with such an attitude has created for himself and for his teacher a most serious problem.

2. That the strange boys and girls he is meeting for the first time are not nice. Parents are naturally solicitous regarding the friendships which their children will form at school. They realize that they are relinquishing a large measure of the control which they have been able in the past to exercise over the child's contacts with other children. In their attempts to safeguard him against bad companions they may prejudice him against all of his playmates.

3. That he must fight whenever anybody does anything to him, or that he must never fight. The result is that some children come to school ready for battle. They are quarrelsome, and have frequent fights. Others, having been warned that they must never fight, will run at the first sign of difficulty on the playground. Their playmates soon find this out and impose upon them, and they are thoroughly unhappy.

4. That school will be an unpleasant place, and the work awfully difficult. Unfortunately the recollection that parents have of their own school days frequently leads them to make such statements to their children. Many parents have not spent enough time in the modern schools attended by their children to enable them to have an adequate notion of the spirit of the modern school. It is very difficult for them to conceive of a school as a happy place, and of work so interesting that

it is a pleasure to do it. So the children approach the modern school with a notion that it will be similar to the school which their parents attended.

5. That people will "pick" on him. Many people, particularly those of low economic status, have, consciously or unconsciously, given their children to understand that they cannot expect to be treated fairly, and that they must be on guard lest people impose upon them. Such a defensive attitude is quite common in young children, who come to school suspicious of teacher and classmates.

6. That everybody should pay attention to him. This attitude is encountered most commonly in the child who comes from the "one-child" family. Such a child has been accustomed to having everything done for him. He has not learned to be a coöperating member of a group. He has been accustomed to having people treat him as a center of interest. He expects to find the same condition at school.

7. That certain subjects will be especially difficult. The school meets this problem with the introduction of each new subject. If a parent had difficulty with arithmetic he solemnly warns the child that he must expect to have difficulty with that subject. Consequently he begins his work in arithmetic, assured in advance that he is going to have a terrible time with it.

**The teacher's task.**—What is the teacher to do, especially the primary teacher, who encounters all of these mind sets and prejudices in the children who present themselves to her for their first experiences in school? She must set about the task of replacing wrong

attitudes with right ones. She must not just order these right attitudes. It will do no good simply to tell the child who fears her that he must not fear. Her actions must assure the child that he has nothing to fear. It will not help to squelch the child who thinks he should receive more than his share of attention. He really believes he is entitled to this attention. He must be brought gradually to see that he is one of a group, and that he must be a coöperating member. The child who expects to be treated unfairly must have an abundance of evidence that he will always receive fair treatment.

Most important of all, the first-grade teacher must not expect children to make the transition from a life of complete freedom to one of comparative restraint immediately. Important transitions are not made that way. The teacher must accept her children as she finds them, with all of their prejudices, wrong attitudes, fears, and shortcomings. She cannot will them suddenly to be different. It will be her task to lead them gradually and sympathetically to become the kind of group that she wishes them to be.

**The kindergarten and the nursery school.**—If the kindergarten is to be able to justify its continued existence it will be because it serves as an important agency in preparing the child for induction into the school. The nursery school seems to be making a real contribution in this direction. In the past the kindergarten has not done this to any marked extent. In fact, it has frequently been charged that it had the opposite effect. To the extent that this has been true, it has been due

to the fact that primary teachers and kindergarten teachers had so little in common, and that each group failed properly to understand and to interpret the aims and purposes of the other. The present tendency to train kindergarten teachers and primary teachers in kindergarten-primary courses should help to remedy this situation. The following are some of the more important ways in which the kindergarten can serve to prepare the child for proper induction into school life:

1. By correcting wrong attitudes toward school.
2. By allaying fears.
3. By discovering and securing the correction of physical defects.
4. By correcting stammering or stuttering.
5. By helping the child discard baby talk.
6. By assisting the child in overcoming shyness, moodiness, and stubbornness.
7. By giving special attention to the nervous child.
8. By assisting the child to overcome undesirable habits, such as thumb-sucking.
9. By teaching the spoiled child and the child who is too individualistic to work as a coöperating member of a social group.
10. By determining when the child is ready for school entrance. (This will be accomplished through the administration of mental tests, behavior tests, etc.)
11. By assisting parents to make the mental adjustment necessary in sharing the control of the child with the school.

12. By making provision for the child who is mentally ready but not physically ready to undertake the work of the primary grades.

In the past the kindergarten has probably failed in this last requirement more than in any other. There seems to be little reason why many children in the kindergarten should not do considerable work in beginning reading, especially the pre-primer work. Kindergarten teachers have usually taken the position that this work has no place in the kindergarten, in spite of the fact that many kindergarten children are extremely anxious to begin reading.

If the kindergarten will devote itself wholeheartedly to such a program as that outlined above it will find its services much more greatly appreciated by the public and by school officials than they have been in the past.

**The mental health of the teacher.**—Mental hygiene is as much needed for teachers as it is for children. The teacher who is nervous and who “flies off the handle” is very apt to produce nervousness in her children. Of all the desirable personal qualities in teachers, probably none is more desirable than an even temper and a sunny disposition. Of all the failures in personal qualities in teachers, probably none is more common than the lack of these traits.

The nature of the teacher’s work possibly tends to produce nervousness and irritability. Children are frequently annoying. Teachers are notably conscientious and painstaking. The community generally expects them to conduct themselves as models of behavior to

the rising generation, both in school and out. It is little wonder that this consciousness of being constantly on duty gets on the teachers' nerves.

Part of the remedy for this condition is to be found in proper work habits. Teachers should not have to devote more than one evening a week to their school work, grading papers and the like. Many teachers attempt to take extension courses or correspondence courses. This is frequently a mistake. Teachers generally do not take enough exercise and recreation. It may be mentioned here that chaperoning school parties is not recreation for the teacher. Teachers spend too much time in the company of their colleagues talking shop, when they are off duty. The wise teacher will plan to find some time each day when she can forget that she is a school teacher, and can be just a private citizen.

**Coöperation with the home.**—As is true of every other phase of the school health program, the mental health of the school child will be found to be closely related to home conditions. It has been suggested that the kindergarten and the nursery school can help solve this problem. But many schools do not have kindergartens and nursery schools. In any case, it is essential that the school and the home should work in close coöperation on this problem. No parent wishes to give his child wrong attitudes toward school. No parent desires to cause his child to be unsocial in his tendencies. No parent wants his child to hate arithmetic. Yet parents do cause all of these undesirable things and many more. It is the function of the school, and of the



individual teacher, to help the parents not to inculcate wrong attitudes and prejudices in their children. The parent-teacher association, the room mothers' club, and similar agencies are the means at the teacher's disposal for parent guidance.

## CHAPTER V

### THE TEACHING OF HEALTH HABITS

In Chapter I of this book it was pointed out that one of the modern developments in health education in elementary schools has been the large amount of emphasis given to securing the practice of health habits. The peculiar applicability to health education of that definition of learning which states that a thing has been learned only when it modifies the behavior of the learner was also pointed out in the first chapter. If we could be sure that the child was practicing the health habits that he should practice, we would not need to be greatly concerned about the knowledge of physiology and hygiene that he possessed.

Some writers have gone so far as to suggest that there should be no formal instruction in physiology and hygiene in the first six grades, and that nearly all of the instructional emphasis in this subject should be given to the teaching of, and securing the practice of, desirable health habits. Still other writers on this subject, conscious of the need of preparing the child to meet the health problems of adult life, have suggested the desirability of basing the teaching of health habits on a real comprehension of the workings of the human body, and of the factors which make for health and disease.

All are agreed that the formation of right health habits is an absolutely indispensable element in the modern school health program.

**Health habits in the primary grades.**—It would probably be not far wrong to say that in the primary grades relatively little attention need be given to making the child conscious of the reasons why certain health habits should be acquired. The formation of the habit is the important thing. He does not need to be made to reflect why it is desirable for him to come to school with a clean handkerchief instead of with a soiled one, or with no handkerchief at all. He should simply become accustomed to the notion that remembering to take a clean handkerchief before he starts to school each day is just one of the things which he should do.

**Health habits in the intermediate grades.**—By the time the child reaches the intermediate grades, particularly the fifth and sixth, it would probably be advisable for him to give some consideration to the reasons why certain health habits are desirable. He will be interested in the consequences of the failure to observe these health habits. He may become conscious of certain principles out of which the health habits that he has acquired have been developed.

**Efforts to secure the practice of desirable health habits.**—We have made considerable progress and many mistakes in learning how to teach desirable health habits and how to secure the practice of them by children. In various school systems and by various child-health agencies there have been developed some very elaborate and detailed schemes which have for their

purpose securing the practice of health habits. One of the most interesting of these programs was the plan which was known as the Modern Health Crusade. It provided for an inspection each day for health habits, for the keeping of the health habits record for each child, and for the awarding of badges of merit and the conferring of titles, such as "squire," "knight," etc.

Undoubtedly much good was accomplished through these various devices for interesting children in the practice of health habits. Two general criticisms have been made against the majority of these plans. They are:

1. The machinery was too elaborate. Sometimes the amount of record keeping was too great. Frequently teachers and children grew tired of the device because of its very elaborateness, and in giving up the device, gave up also the practice of the health habits that the device was intended to stimulate.

2. The inspection involved inspecting for health habits, the presence of which could not be determined objectively. For example, it is one thing to determine whether a child has a clean handkerchief, or clean face and hands, but it is quite another thing to determine whether he brushed his teeth before coming to school. The result was that in too many instances the child was motivated to lie. The greater the interest of the children in the reward which was given for a perfect record, the greater was the likelihood that they would depart from the truth in the interest of maintaining a perfect record. Similar results were obtained where one row was pitted against another. Here the child feared to

tell the truth because of the certainty of incurring group disapproval.

**Standards for health-habits inspection.**—The criticisms mentioned above, however, do not establish a case against the health-habits inspection. It is believed that the health-habits inspection, properly conducted and properly safeguarded, constitutes one of the best means for securing the practice of certain health habits. The following standards for the health-habits inspection are suggested:

1. It should occur each morning at the opening of school.
2. The total time consumed should not exceed five minutes.
3. It should be thoroughly objective in its nature—that is, only those health habits should be inspected for, the presence or absence of which can readily be observed by any competent inspector. Children should not be asked, in connection with the inspection, whether they have practiced other health habits.

The following health habits are suggested as representative of those which should be included in the health-habits inspection:

1. Clean handkerchief
2. Clean face and hands
3. Hair combed
4. Clothing in order, and free from avoidable dirt
5. Clean shoes
6. Clean finger nails of proper length

**Technique for conducting the health-habits inspection.**—In the primary grades the teacher should conduct the health-habits inspection herself. She may do this, either by the method illustrated in the frontispiece, of having the children pass in front of her, or she may pass rapidly down the aisles, inspecting the children in their seats.

In grades above the second it is desirable to have children conduct the health-habits inspection. Again, either of two methods will be found satisfactory. In the method illustrated below, the children passed in front of the room inspectors, while one member was responsible for making a record of the inspection. The other method suggested is to have an inspector for each row who inspects the children in their seats.

Where children participate in making the inspection it is necessary to see that a proper attitude is developed both on the part of the inspectors and of those who are inspected. This is really a citizenship problem, and provides an excellent opportunity for citizenship training. It is desirable to have the inspectors elected by the group. Certain standards for eligibility as an inspector should be agreed upon. One of the citizenship problems is to persuade the children to vote for the children who will make the best inspectors, regardless of their personal preferences. Another problem in connection with the use of children as inspectors is that of avoiding the humiliation of any child as a result of the inspection.

The photographs reproduced in the frontispiece and opposite page 54, which illustrate the health-habits in-



spection, were taken in the first and sixth grades of the Elementary Training School at Ohio University.

**Health habits not subject to inspection.**—It is evident from the above discussion that there are many health habits which must be taught which should not be made the subject of inspection. What is the best method of securing the practice of these? In general, two methods are suggested. Some of these health habits should be taught to the children themselves. All of these, as well as those which are inspected for, should be made known to the parents.

Some of the health habits which should be taught to children, in addition to those for which an inspection is made, are:

1. Brushing teeth at least twice each day. (The proper method of cleaning the teeth should also be taught.)
2. Keeping open at least one window in the bedroom at night.
3. Refraining from drinking coffee and tea.
4. Sleeping  $11\frac{1}{2}$  to 13 hours a day (according to age).
5. Eating only at regular times.
6. Using an individual cup if drinking fountains are not provided.
7. Washing hands before eating.
8. Sitting and standing properly. (Most children need to be taught how to do this.)

Chapters X and XI contain a rather complete statement of health habits.

**Securing coöperation of parents.**—The greatest contribution that the teacher can make toward securing the practice of health habits by the children in her class is to secure the coöperation of the parents in this problem. We may inspect for certain health habits; we may urge the practice of still others, but if parents are not informed regarding our efforts, and are not coöperating intelligently, the health-habits program will break down. In other words, fully half of the instructional task will be found to consist of instructing parents. There are a number of ways for accomplishing this. One way is to inform the parents through printed or mimeographed bulletins regarding the health habits which the school is trying to teach. Another way which should be supplementary to the first is to devote some of the programs of mothers' clubs and parent-teacher associations to this subject. Another very effective way is for the individual teacher to invite the mothers of her pupils to come to the school for a conference on this subject. In addition to all of these ways, the monthly report card to parents should report health habits.

We have been told that our task is teaching children, and this conception of the teacher's work is a larger conception than the old one that the teacher's task is to teach subject matter. But in this field of health education we may have to accept a still larger conception of our task. Our chief aim in health education is to promote the health of boys and girls. In the accomplishment of this aim we may have to teach parents as well as children. We may even have to extend our teaching efforts beyond the children and the parents

and into the community. But let us not lose sight of the fact that, regardless of whom we have to teach, if the effort results in healthier boys and girls, then the effort has been properly directed.



SIXTH-GRADE CHILDREN CONDUCTING HEALTH-HABITS INSPECTION



## CHAPTER VI

### NUTRITION AND HEALTH

The school program which fails to take due account of the nutritional status of the children is neglecting not only an important factor in the health of the children, but a most important factor in the establishment of favorable conditions for learning. Problems of absence from school on account of illness, problems of retardation and non-promotion, and problems of discipline will be found to be closely related to the nutrition problem.

During the past ten years commendable progress has been made in one aspect of the nutrition problem among the children of the elementary school. We have come quite generally to recognize the desirability of regular weighing and measuring of children. In many communities excellent results have been secured through providing food at school for undernourished children. We have generally failed, however, to attack this problem in the thorough-going fashion which its importance deserves.

**A school nutrition program.**—The school nutrition program should consist of the following:

1. The children should be weighed once each month. The measuring may be done less frequently.



2. There should be a careful examination by a physician of those who are found to be as much as ten per cent underweight.

3. A serious attempt should be made to secure corrections in cases where physical defects are found to be responsible for undernourishment.

4. All children should be instructed regarding proper diet.

5. Coöperation of parents should be secured.

6. School feeding should be provided for undernourished children.

**Principles underlying a school nutrition program.**—The following statement of facts and principles relative to the school nutrition program has grown out of the experiences of those who have made careful studies of this problem:

1. Any efficient program of health education in elementary schools must recognize the primary importance of nutritional status as a basis for estimating the general physical condition of the children.

2. Gains in weight as a result of special nutritional effort may be expected to be dependent on physical condition.

3. Gains in weight are largely dependent on ability to enlist the active coöperation of the children.

4. Very little can be accomplished by the school without the active and intelligent coöperation of the home.

5. The school is in a better position than any other agency to carry through successfully a child-nutrition program.

6. It is highly desirable to lengthen the noon recess to include a rest period at home if possible, especially for young children.

7. The mid-session luncheon at school is desirable, both as a nutritional and as an educational feature.

8. Instructional emphasis should be given to the importance of balanced diet and vitamin intake, as well as to caloric intake.

9. Whatever lasting results in growth are to be secured from the school feeding program must finally depend upon modification of the home dietary as a result of tastes cultivated or convictions established through the school experience.

**An efficient method of weighing and measuring children.**—One of the reasons why health work is neglected in many schools is that the teachers do not possess a satisfactory technique for doing it. This is particularly true of the problem of weighing and measuring children. In some schools the school janitor is entrusted with this work. In others, the school nurse does it. This work should be done in the classroom by the teacher, or by the teacher and children together, as a regular part of the room program. The technique which is described below, and the illustration opposite page 62, will enable the teacher to conduct this work with a minimum of disorder and confusion, and loss of time. The photograph which illustrates the technique was taken in the fourth grade of the Elementary Training School at Ohio University.

*Materials:*

Scales, a new tape measure, and a smooth thin board about one foot long. Scales with measuring rod can be used instead of tape measure.

*Preparation:*

1. The scales should be placed in the front of the room near a window.
2. The tape measure should be nailed to the wall near the scales.
3. It will facilitate matters to write the names of the children on the blackboard in the order in which they will be weighed. Later recording will be simplified if boys and girls are listed separately and in alphabetical order.
4. The children should remove shoes, sweaters, and coats.

*Procedure:*

1. In the appropriate space after the child's name on the blackboard, record the date of the child's birth.
2. Record the child's age, using the nearest birthday.
3. Have the child stand with his back to the wall, and with his heels and head touching the tape measure. Determine his height by placing the thin board lightly across the top of his head and against the tape measure.
4. Record the height in inches.
5. Weigh the child. Have him stand in the center of the scale platform. See to it that his hands are not touching the scales and that he is

not touching any other object. In grades above the third the children may do the weighing under the supervision of the teacher.

6. Copy the blackboard record on the permanent record. Record forms and weight-height-age tables prepared by Dr. Bird T. Baldwin and Dr. Thomas D. Wood can be secured from the Bureau of Education, Department of the Interior, Washington, D. C.

### **Physical examinations of underweight children.—**

Legitimate criticisms have been offered of the attempts some schools have made to bring all children up to normal weight. These criticisms may be summarized as follows:

1. Not all children *should* weigh the same. This is undoubtedly true. Some studies have been made of this problem, and still others need to be made. For example, it is probably true that different racial groups vary in normal weight for a given age and height.

2. The same treatment is not the best treatment for all cases of underweight children. The practice of schools has generally been to give milk to underweight children. For the great majority this will prove beneficial. Some children apparently cannot drink milk but will drink cocoa. Others are probably in greater need of orange juice than of milk.

3. The mid-session lunch at school destroys the child's appetite for the noon lunch at home. Where this is true it generally indicates either that the school lunch is given too late in the school session or that the

school program provides too little opportunity for physical exercise. The school lunch should be given about two hours before the child will eat his lunch at home.

4. Some children are underweight because of physical defects rather than because of improper or insufficient diet.

All of these criticisms can be overcome by an intelligent administration of the school lunch program, and by having a thorough physical examination of every child who is underweight. Specialists in the care of children are generally agreed that children who are continuously more than seven per cent underweight are usually undernourished. Certainly the fact that a child is as much as ten per cent underweight justifies a thorough investigation with a view to remedial treatment. Among the most common of the physical defects which retard growth are bad teeth, diseased tonsils, and adenoids.

**Instruction regarding diet.**—One of the largest units of instruction in the elementary school's course of study in health, and one which should appear in every grade, is that which deals with the child's own diet, and with the kinds and the amount of food which he should eat. The monthly weight record constitutes one of the best ways of motivating this material for the child.

*In the primary grades* the mid-session lunch period provides an excellent opportunity for instruction about food. Children in these grades should be taught what kinds of food they should eat—milk, green vegetables, hard breads, and whole-grain cereals. They

should be taught to eat only at regular intervals, not to eat many sweets (and never except at the end of meals), and to drink no coffee nor tea. They should be taught to wash their hands before eating, to take small bites, and to chew their food well. If these lessons are taught during the lunch period, and if the things which are taught are practiced during that period, the teacher may reasonably expect them to be well learned, and to carry over into the home practices of the children. The morning lunch period so conducted thus provides the means for instructing the children in the kinds of food which they should eat, the way in which it should be eaten, and in proper table manners. The illustration opposite page 94 shows the morning lunch period in the kindergarten at Ohio University.

The instruction in food *in the intermediate grades* should include information about the different classes of foods and their functions. The children should get some notion of the caloric content of various foods, of the importance of a balanced diet, and of vitamins. They should learn what kinds and what amount of food they should eat. Each child should become interested in determining what his own diet should be as indicated by his monthly weight record. It is essential that this instruction should not be formal, and that the information which the child receives should actually modify his behavior in matters of diet.

**Coöperation of the home.**—Regardless of how far the school may go in setting up a modern nutrition program, including regular weighing and measuring of children, examination of underweight children by physicians, and



providing school feeding for undernourished children, the best results cannot be obtained unless the school can secure the active coöperation of the parents in the nutrition problems. Great progress has been made during the last ten years in educating American parents in the importance of proper attention to the diet of infants. It is now common practice for the mother to consult experts regarding the proper food for the baby. Baby clinics and day nurseries are contributing their share to a solution of the nutrition problem for children who have not reached school age. The school must assume the responsibility for securing a similar degree of intelligent coöperation from parents in the nutrition problem of children of elementary-school age.

Just how is this coöperation to be secured and what form should it take?

1. In the monthly report to parents regarding the child's school progress the school should also report the child's nutrition status. It will be found that parents are at least as greatly interested in knowing whether the child is of normal weight as in knowing whether he is up to standard in his spelling ability.

2. The school should conduct conferences with parents on the feeding of school children. In these conferences such subjects should be discussed as the proper diet for the school child, the proper amount of rest and sleep, etc. The following quotation from Farmer's Bulletin No. 717, U. S. Department of Agriculture, entitled *Food for Young Children*, by Caroline L. Hunt, is typical of the kind of information which should be given to parents:



AN EFFICIENT METHOD OF WEIGHING AND MEASURING CHILDREN



A child between 3 and 10 years of age may be considered well fed if he has plenty of milk, bread and other cereal food, an egg or its equivalent (about two ounces) in fresh foods once a day, a little butter, a small portion each of carefully prepared fruits and vegetables, with a small amount of sweet foods after his appetite for other foods is satisfied. If any of these is omitted his diet is likely to be one-sided.

3. The school should exert its influence with parents to secure the correction of physical defects discovered through physical examinations.

#### USEFUL REFERENCES

Teachers who are interested in the nutrition problem will find the following references of great value:

1. *Health Education*, Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. This book may be secured from the National Education Association, Washington, D. C. It is also probably the best single reference on the entire school health program.

2. *Food for Young Children*, by Caroline L. Hunt, Farmer's Bulletin No. 717, U. S. Department of Agriculture.

3. *Food for School Boys and Girls*, by Mary Swartz Rose, Published by Teachers College, Columbia University, New York City: price 10 cents.

4. Further helpful references will be found on pages 42 and 43 of *Health Education* referred to above.

## CHAPTER VII

### COMMUNICABLE DISEASES AND THEIR PREVENTION

**Importance of the problem.**—Approximately twenty-five per cent of all deaths in the United States are caused by communicable diseases. The percentage is much larger when we consider the deaths among children of school age. It is significant that many of the communicable diseases occur almost exclusively among children of elementary-school age. The following table shows the percentage of deaths which occur before the tenth birthday, to the total number of deaths from certain diseases:

Ninety-nine per cent of all deaths from whooping-cough occur before the tenth birthday.

Eighty-nine per cent of all deaths from measles occur before the tenth birthday.

Eighty-six per cent of all deaths from diphtheria occur before the tenth birthday.

Seventy-four per cent of all deaths from scarlet fever occur before the tenth birthday.

Thirty-four per cent of all deaths from pneumonia occur before the tenth birthday.

It is clearly evident then why the problem of the control of communicable diseases is one in which the elementary school must be largely interested. Not only must the school be interested in this problem, but it has certain important responsibilities in connection with the problem which it must not neglect. Until the school assumes its full share of responsibility for the control of communicable diseases among children, it will be open to the charge of doing more to retard public health through its neglect than it contributes through its instruction. It will be the purpose of this chapter to show the ways in which the school can discharge its responsibility.

**Children's disease survey.**—Every year children die, schools are closed, thousands of children have to miss valuable weeks of school, and to repeat grades, because of a foolish notion that "children might as well have the children's diseases and get them over with," because teachers do not know how to detect the first signs of children's diseases, and because they do not know what children's diseases each child has had. No child should be wilfully exposed to any disease. Parents whose children must attend the public school have a right to the assurance that every effort will be made to prevent exposure of their children to these diseases. When we realize that measles, a disease which many people have not greatly feared in the past, constitutes one of the ten most important causes of death among children of the ages from five to ten years, we shall see why the problem must be regarded as a serious one.

One of the first items of information which the teacher



GRADE \_\_\_\_\_

YEAR \_\_\_\_\_

# CHILDREN'S DISEASE SURVEY

NAME	CHICKEN POX	DIPH- THERIA	MEASLES	MUMPS	SCARLET FEVER	WHOOPING COUGH	VACCI- NATED?
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

should secure from her children at the opening of school in the fall is that concerning children's diseases which they have had. This information can best be obtained by sending a note to the parents of each child asking them to check the diseases which the child has had. List the common children's diseases, such as chicken pox, diphtheria, measles, mumps, scarlet fever, and whooping cough. Also ask whether the child has been vaccinated, when, and whether successfully. Leave a few blank spaces for writing in diseases not listed. Leave space for checking after each item. A form for this purpose might well be mimeographed in the superintendent's office and distributed to teachers.

When this information is secured it should be consolidated by the teacher on a single sheet for all of the children. She should keep this information in a convenient place where it can be referred to quickly. This record will give the teacher reliable information, enabling her to follow a wise course when epidemics are prevalent. She will know what diseases to be especially watchful for in her room. She will know what diseases individual children have had. She will know what children should be segregated when epidemics come.

A form like the one reproduced on page 66 will serve as a record for the children's disease survey. Place a check in the appropriate column after the name of a child if he has had the disease. Place an "I" if he has received immunization from that disease. Under "Vaccination" enter the date of successful vaccination.

**The teacher as a disease detector.**—It must be remembered that the children's disease survey will of it-

self accomplish nothing. It will be of invaluable assistance, however, to the teacher who desires to make an honest effort to safeguard the health of her children, and to prevent epidemics from occurring in her room. In addition to this, the teacher needs to be able to recognize the evidences, particularly the first evidences, of the common communicable diseases of children, and to possess a technique which will enable her to make a quick but thorough inspection for these at the opening of school each day.

Many teachers feel that inspection for evidences of children's diseases is not properly a part of the teacher's work. There is the feeling that such duties should be performed by the professional health worker. This would be true if there were available a trained health worker for every classroom every morning. That such a condition does not exist and probably never will exist is obvious. Part of the reluctance on the part of teachers to assume these duties is occasioned by the fact that they were not trained for it. This almost complete failure on the part of teacher-training institutions to train teachers, until quite recently, in the performance of their health responsibilities in the classroom is difficult to explain. It is probably due to the fact that the whole field of health education is still in its infancy, and that we have been slow to distinguish between the highly technical health responsibilities which can be discharged only by the professional health worker, and the less technical ones which can be discharged by the trained layman.

It is never intended that the teacher should attempt to act as a diagnostician of children's illnesses. Fortunately, it is not necessary for her to do so in order to safeguard the health of her children. The teacher does need to know when a child is ill, and, therefore, needs to know the common evidences of illness. It would probably be well also for her to have available for use a statement of the observable evidences of each of the common communicable diseases of children.

*Evidences of illness.*—The list which is reproduced below is a partial list of some of the more readily observable evidences of illness. The teacher should always be on the alert for these, and particularly at the morning inspection. When a child shows any of the evidences of illness he should be excluded from the classroom immediately. Every school which can possibly do so should provide an isolation room to which such cases can be sent until they can be examined by the doctor or nurse, or turned over to their parents. The important thing is that children who are ill should not remain in the classroom with other children, and that they should receive expert attention immediately. The following list of readily observable evidences of illness should be helpful to the teacher:

Running nose or sneezing

Red or inflamed eyes

Sore throat

Cough

Unusual paleness or flushing of the face

Fever or unusual hotness of the skin

Dizziness

Nausea

Vomiting

Chills or convulsions

**Symptoms of communicable diseases.**—While it is true that the teacher should never attempt to diagnose illness, it may be of service for her to know the early symptoms of each of the common children's diseases. These diseases are most readily communicated in the very early stages. It is important, therefore, that the teacher should be able to recognize the first symptoms, and that she should not wait for corroborating evidence before taking action. Particularly when there is reason to expect the appearance of a given epidemic, the teacher will find it valuable to be able to recognize the early symptoms of that disease. The early symptoms of some of the common communicable diseases of children are as follows:

*Measles.*—Cold in head, coughing, sneezing, running nose, red and watering eyes, fever. Do not wait for the eruption to appear, as it does not appear until the third day, and the disease is transmitted most readily before that time.

*Scarlet fever.*—Vomiting, sore throat, fever. A fine scarlet rash will appear within twenty-four hours on the neck, chest, arms, and face. The disease is transmitted readily before this rash appears. The rash is apt to appear on the neck, chest, and arms before it appears on the face.



A TEACHER CONDUCTING HEALTH INSPECTION





*Diphtheria*.—No certain specific symptom. General signs of illness. This may be accompanied by vomiting or a chill. The throat may be red, and a patch of gray membrane present. There is apt to be a slight fever.

*Small pox*.—Usually difficult to distinguish in its early stages from chicken pox. Chill, fever, nausea, backache, and headache are usually present. The eruption does not appear until the second or third day. The disease is highly contagious before that time.

*Chicken pox*.—The first sign of this disease is apt to be an eruption of red, raised spots, which usually appear first on the forehead.

*Whooping cough*.—Begins like a cold in the head, with sore throat, and a cough which is worse at night. The disease is communicable for a considerable time before the “whoop” develops.

*Tonsillitis (Sore throat)*.—The throat is inflamed, and there may be yellowish spots on the tonsils. Usually there is a high fever, and frequently, chills.

*German measles*.—The symptoms are similar to those of measles, but are less severe. In many cases the first sign of the disease is an eruption of deep pink spots, which appear first on the face.

**The morning inspection**.—At the opening of school each morning the teacher should inspect her children for evidences of illness or of children’s diseases. The following procedure for conducting the inspection is suggested:

1. The teacher should stand with a good light at her back.

2. The children should pass, single file, in front of the teacher.

3. As each child comes in front of the teacher he should draw down the lower eyelids.

4. The child should pause in front of the teacher, open his mouth wide, and say "ah" in order that she may examine his throat.

5. The children should be instructed to report any feeling of illness to the teacher as they pass in front of her.

6. Children who show any signs of illness should be told to step out of the line until the other children have been inspected. Then these children should be examined more carefully.

An inspection such as that described should require from five to ten minutes for a group of forty children. The illustration facing page 70 shows an inspection for signs of children's diseases in the third grade of the Elementary Training School at Ohio University.

**Preventing the spread of disease.**—The elementary teacher has still another important responsibility in connection with the control and prevention of communicable diseases. She needs to be informed, and to see that the parents of the children in her room are informed, regarding the possibilities of preventing these diseases through immunization. Some of the most remarkable achievements in the whole field of public health have been accomplished in connection with the discovery of methods for rendering individuals immune from communicable diseases.

We have long known that small pox could be prevented [through vaccination, and yet there still exists a considerable amount of feeling, due to superstition, prejudice, and ignorance, against vaccination. More recently, scientifically proved methods have been discovered for protecting individuals from many contagious diseases. These include the Schick Test for determining susceptibility to diphtheria, and the toxin-antitoxin treatment for rendering susceptible cases immune; the Dick Test for determining susceptibility to scarlet fever, and immunization for susceptible cases; typhoid vaccination.

The efficacy of these new methods for preventing communicable diseases is well illustrated in the diphtheria statistics for New York City where the Schick Test and immunization with toxin-antitoxin have been carried out on an extensive scale by the Department of Health since 1919. The statistics for the number of cases and the number of deaths from diphtheria in that city for the period from 1919 to 1923 are reproduced below.

DIPHTHERIA STATISTICS IN NEW YORK CITY		
YEAR	CASES	DEATHS
1919	14,014	1,239
1920	14,166	1,045
1921	15,110	891
1922	10,427	874
1923	8,050	547

An exceptionally important service in connection with the prevention of communicable diseases which

can be sponsored best by the parent-teacher association, in coöperation with the public health authorities and school officials, is the pre-school immunization program. Too frequently immunization against communicable diseases is deferred until children reach school age, in spite of the fact that many of these diseases are prevalent among very young children. For example, diphtheria is the most common cause of death among children of ages three, four, and five to nine. Obviously, if children are to be protected effectively against such diseases, immunization must be provided at an earlier age than that at which they enter school.

It is essential that medical science should not be hampered in its efforts to prevent communicable diseases. One of the greatest contributions the teacher can make to the promotion of public health is in educating the public to make intelligent use of scientific discoveries in this field as rapidly as they are available.

## CHAPTER VIII

### THE CORRECTION OF PHYSICAL DEFECTS

In the first chapter of this book it was pointed out that it is much more important to have the child live continuously throughout his childhood as a healthy child than it is to teach him a large amount of information about health. Fortunately, accomplishing one of these objectives does not preclude the other, but we are so accustomed to thinking of our task as teaching, that we are always in danger of neglecting our non-teaching tasks, even though we recognize their importance.

If we accept as the major objective of the school health program the protection and promotion of the health of school children, then the matter of preventing physical defects, discovering the presence of physical defects, and correcting physical defects must become an important part of the school health program. This chapter will deal with those phases of the school health program which have to do with (1) preventing physical defects; (2) discovering physical defects; and (3) correcting physical defects.

**Preventing physical defects.**—One of the major responsibilities of the school in connection with the prevention of physical defects is that of teaching correct posture, and of providing proper seating so that correct sitting posture may be attained. The teaching of cor-



rect posture is generally neglected in the elementary school, where it needs most to be taught, because teachers themselves are frequently negligent in this matter. Yet of all the health habits which we need to teach, there is none in which we may expect a greater degree of wholehearted coöperation on the part of the children than in that of good posture. Our greatest difficulty with this, as with other health habits, is that we usually fail to teach the correct habits until the wrong habits have been acquired, thus creating for ourselves the extremely difficult task of breaking down incorrect habits and establishing correct ones.

**Correct posture.**—We frequently think of good posture as meaning merely the correct way to stand and the correct way to sit. It means much more than this. It means the habitual right use of the body in any situation—standing, sitting, walking, running, jumping, lifting, stooping, resting. The problem of securing correct posture is a matter (1) of setting a good example, (2) of giving right ideals of posture, (3) of getting the children to give attention to the details of correct posture, at the same time guarding against stiff, unnatural, and exaggerated positions. The physical-activities period provides an excellent opportunity for securing the practice of good posture.

A correct standing posture is attained when the head, body, and legs are poised one above the other so that a line dropped from the front of the ear would drop within the forward half of the foot. In both standing and walking the feet should be parallel to each other. In a correct sitting posture, the body should be bent

only at the knees and hips, and the head, neck, and trunk should be kept in one straight line.

The greatest difficulty in the way of securing correct sitting posture in schools is the fact that the majority of the seats and desks are not properly adjusted to the needs of the children who occupy them. School seats and desks should be both movable and adjustable. The seat should be slightly concave. The seat should be low enough and short enough that it does not press against the child's legs and thus interfere with proper circulation. When determining the adjustment to be made in the seat and desk, have the child sit erect with hips pushed against the back of the seat. The seat and desk should be so adjusted that he will be able to sit with both feet on the floor, forearms on the top of the desk, and elbows two or three inches from the body. The lower part of the desk should not touch the child's legs.

**Protecting the pupil's vision.**—Another common physical defect which the school has a responsibility for preventing, because it has too often in the past been responsible for causing it, is that of defective vision. Defective vision is, with the exception of defective teeth, the most common of all the physical defects of school children. According to a conservative estimate, based upon a study of thousands of cases, serious vision defects exist in from 15 to 30 per cent of all school children.

Even under the most favorable conditions, school work, involving, as it does, a large amount of reading is likely to produce vision defects. The teacher who is conscious of this problem has it within her power to

protect the vision of her children in a number of ways. Among them may be mentioned the following:

1. See that the seats are arranged to give the best light possible. The child should not face the light. The light should be admitted from one side only, preferably from the child's left.
2. See that shades are properly adjusted to prevent glare.
3. Secure, if possible, a proper provision for artificial light in the classroom for use on dark days.
4. Do not permit children to read for too long periods without relaxation.
5. Insist upon the adoption of textbooks having large type, short lines, and wide margins.
6. Discourage home study, especially for young children.

**Discovering physical defects.**—It has been customary to assign this task of discovering the presence of physical defects to the professional health worker. This is as it should be, and where the school is provided with a competent staff of professional health workers the teacher does not need to be concerned with this phase of the problem. Unfortunately, the majority of schools do not have regular visits from the doctor, the dentist, and the nurse. In such situations it is essential that the teacher be able to assume some of the responsibilities she can safely perform, and that she have a technique for performing them.

**Defective vision.**—The teacher should be familiar with the observable evidences of defective vision. These are so closely related to the child's regular school



TESTING VISION



work that it is a very simple matter for the observant teacher to detect them. The following probably have defective vision: (1) the child who cannot read writing on the blackboard easily; (2) the child who habitually holds his book less than one foot or more than fifteen inches from his face; (3) the child who holds his book in an unusual position; (4) the child who squints or blinks; (5) the child who is frequently troubled with headaches; (6) the child who usually has red, watery, or inflamed eyes; (7) the child who habitually wrinkles his brow when reading.

There is no reason why teachers should not use the standard vision charts in testing the vision of children. Many teachers think they should not attempt to use these vision charts because they have been accustomed to seeing them used only by oculists, physicians, or nurses. As a matter of fact, there is no more reason why a teacher should not use a standard vision test than there is why she should not use a standardized reading test, or arithmetic test, except that she should not attempt to make any diagnosis as a result of the vision test, beyond determining the probable presence or absence of defective vision.

The following statement of materials needed, and of procedure for administering a vision test, should enable any teacher who cares to do so to test the vision of her children with a fair degree of accuracy.

### *Materials:*

For testing the vision of children above the first grade, the Snellen Type Test Card should be used. For



testing the vision of kindergarten and first-grade children, picture vision charts should be used.

*Arrangements for testing:*

1. In order to make sure that the children will not memorize the material on the vision chart it will be necessary to test each child privately.
2. The vision chart should be mounted on the wall in a position where it will receive good light.
3. A chalk line should be drawn on the floor, twenty feet from the chart, indicating the place where the child is to stand while being tested.
4. Children who wear glasses should be tested with them on.
5. A piece of cardboard should be used to cover one eye while the other eye is being tested.

*Testing procedure:*

1. Have the child stand, toeing the chalk line, and facing the vision chart.
2. Place the cardboard over the left eye, making sure that there is no pressure on the covered eye.
3. Have the child begin reading aloud the line which is labeled the forty-foot line. Have him read each line successively, down as far as he can. It is advisable to have some person stand at the side of the chart, in a position which will not obstruct the light, to point out each line which is to be read. Children whose vision is normal should be able to read the twenty-foot line.
4. When the right eye has been tested, test the left eye, using the same procedure.
5. The data should be recorded in fraction form for each eye. The numerator of the fraction will always be

“20.” The denominator of the fraction will be the number indicating the last line of the chart which the child was able to read correctly. For example, if the last line which the child was able to read correctly with the right eye was the thirty-foot line, the fraction for the right eye would be recorded thus: Right eye: 20/30.

If the vision is normal, the fraction should be 20/20, or one. If the value of the fraction is less than one, as 20/30, nearsightedness is indicated. If the value of the fraction is greater than one, as 20/15, farsightedness is indicated.

**Signs of defective hearing.**—The teacher should be familiar with the observable evidences of defective hearing. The following are probably giving evidence of defective hearing: (1) the child who seems to be habitually inattentive; (2) the child who generally looks to see what the other children are doing before beginning to follow directions; (3) the child who watches the teacher especially closely while she is making an assignment or giving directions; (4) the child who seems to favor one ear by turning the head while listening; (5) the child who frequently asks to have assignments, questions, or statements repeated.

Other evidences of defective hearing are running ears and earache.

The simplest test for defective hearing is the watch test. In giving this test, the child's eyes should be closed, and one ear stopped with a finger. The child should be able, under such conditions, to hear distinctly the tick of an average watch at a distance of two

feet in a quiet room. The other simple test is the whisper test. In giving this test, place the child twenty feet away from, and with back turned to, the examiner. One ear should be closed as in the watch test. The examiner gives any simple action commands in a whisper.

**Examining teeth.**—The teacher can make an examination of the teeth of the children for the purpose of discovering cavities, and the cleanliness of the teeth. The examination will be facilitated if she is provided with tongue depressers, which can be secured at very small cost at any drug store, and dental charts on which to indicate teeth which need the attention of a dentist.

**Evidences of ill health.**—The examination for the other common physical defects of children is of such a technical nature that it must be made by a physician. There is one other thing which the teacher can do, however, in this connection. She can be observant for the evidences of ill health, which frequently indicate the presence of physical defects, such as adenoids, diseased tonsils, etc. Some of these common observable evidences of ill health are: nervousness, pallor, lack of energy, mouth breathing, swollen glands in the neck, speech defects, difficulty in controlling the muscles, unusual emotional excitability, etc.

**The correction of physical defects.**—It is of little value to discover the presence of physical defects if we do not take the additional step of securing their correction. It is in connection with this step that the school health program most frequently breaks down. Even in schools which employ doctors, dentists, and nurses to

make physical examinations of the children, these people frequently regard their task as completed when they have discovered and recorded the presence of physical defects. It is a part of the teacher's task to see that these defects are corrected.

There are many reasons why parents are frequently reluctant to have perfectly obvious physical defects in their children corrected. Sometimes they are reluctant because of ignorance of the necessity for taking such action, sometimes from prejudice, sometimes because they dread the financial outlay involved, and, perhaps most frequently of all, from a desire not to subject the child to pain. The teacher must meet all of these objections, and very frequently must talk with the parents a number of times, before her efforts will meet with success.

An excellent example of this was furnished in the Elementary Training School at Ohio University. The physical examination revealed the fact that a boy who was not getting along well in his school work had defective vision, and that he needed glasses. The teacher of the fourth grade, in which the boy was enrolled, notified the parents of the results of the examination, and requested that they take the boy to an oculist and have him supplied with glasses. Nothing happened. The teacher visited the parents and renewed her request, and still nothing happened. In the course of the school year the teacher visited the parents a number of times, talked with the mother over the telephone, and wrote several notes to the parents. They always had some excuse for not having the correction made just

at that time. At the end of the school year the boy failed of promotion. During the summer he was supplied with glasses. The next year his school work improved, he made up the year he had lost, and is now doing satisfactory school work.

## CHAPTER IX

### FIRST AID

One thing that may be depended upon in every elementary school is that accidents will occur. Occasionally an entire school year will pass without a child in a given elementary school being seriously injured. Minor injuries, however, are sure to occur, and occasionally there will be an injury of such seriousness as to require that the right thing be done very quickly in order to save a child's life. It is not meant to imply that an elementary school is an unusually dangerous place. It is not. Accidents are occurring all about us every day in all kinds of situations, in the shop, mine, railroad yard, on the street, and even in the home and at school. Since this is true, it is essential that classroom teachers know what to do when accidents occur.

The first thing to do, of course, is to call the physician for any serious injury. It is with what is to be done for the injured child before the physician arrives that this chapter is primarily concerned. In order to behave intelligently and effectively during this period, it is not necessary that one be possessed of professional knowledge of injuries and their treatment. It is essential that he know the proper first-aid treatment, and that he be equipped with materials for rendering first aid.



These materials must be kept in good condition. In order to do this, it is necessary to keep them in a tight cabinet. Probably the best plan to be followed is for the school to purchase a large first-aid cabinet completely equipped. It is a simple matter then to keep the supplies in good condition, and to replenish them as they become exhausted.

The first-aid cabinet should be placed on the first floor in a room which is easily accessible from the playground. If possible, this room should be equipped with a hospital cot and with two or three comfortable chairs. This room might well be equipped for physical examinations and for use as a dental clinic. There should be an adjoining room with a lavatory and bath, with hot and cold water, and a toilet. It is true that the majority of elementary schools are not so equipped. It is also true that boards of education are frequently unable or reluctant to provide money for such equipment. Parent-teacher associations can generally be interested in undertaking the project of equipping a health unit for the school if space can be found for the housing of it. Certainly, few projects would be more worthy of the efforts of parent-teacher associations than this one.

Let us consider now the kinds of injuries and other emergencies which are likely to occur in an elementary school and which call for first-aid treatment. The most common are those injuries which are classified as wounds. Whenever the skin has been broken we call such an injury a wound. Other injuries, fortunately



A TEACHER EXAMINING TEETH



much less common, are dislocations, and fractures or broken bones. Sprains are fairly common. Collapse from shock, and fainting, while not common, occur occasionally.

**Wounds.**—If the wound is of such a nature that only a small amount of blood is escaping paint freely both the wound and the surrounding skin with tincture of iodine or with mercurochrome. Then pick up a folded piece of clean gauze with the fingers of the right hand and place that side of the gauze which you have not touched against the wound. Sometimes cotton should be placed over the gauze dressing before applying the bandage. Finally put a bandage over the entire dressing. Do not attempt to wash out wounds with any medicines.

In the case of a *hemorrhage* your first task is to stop the bleeding. In order to do this you must determine whether the hemorrhage comes from an artery or a vein. This is easily determined. Blood from an artery comes out in jets and spurts, while blood from a vein simply flows. If the injury is in an arm or leg have the patient lie down and raise the arm or leg straight up. In a venous hemorrhage the flow will stop, but not in an arterial hemorrhage. The quickest way to stop hemorrhage of any kind is by pressure, as with the thumb, a short distance away from the wound. If the hemorrhage is from an artery, the pressure must be applied between the wound and the heart. If it is from a vein, the pressure must be applied on the side farthest from the heart.

*Use of a tourniquet.*—Every first-aid cabinet should

have as a part of its equipment a tourniquet. A tourniquet is a device for applying the pressure referred to above. It is, of course, clear that stopping a hemorrhage by pressure of the thumb will be effective only temporarily, as no one can keep up the required pressure for any great length of time. If a tourniquet ready for use is not available, one serviceable in connection with an injured arm or leg can easily be improvised from materials available in any classroom. Place a round pebble (or a large eraser will do) over the place where the blood vessel is located, above or below the injury, depending upon whether the hemorrhage is coming from an artery or a vein. Place a handkerchief around the arm or leg, over the pebble, and tie together at the ends. Then place a pencil under the knot, and twist until you get the required pressure to stop the bleeding. Tie the pencil to the arm or leg so that it will not untwist and thereby release the pressure.

No special knowledge as to the exact location of the arteries and veins is necessary. An artery or a vein can be located quickly by pressure on various locations near the wound. Pressure by any appliance should not be allowed to remain longer than one or two hours. It is presumed that a physician will have arrived before this amount of time has elapsed. Patients weak from loss of blood should be made to lie down with the head lower than the rest of the body.

**Dislocations, fractures, or broken bones.**—By dislocation we mean that a bone has been pushed away from the proper place at a joint. A dislocation can be detected by comparing the injured with the uninjured side

of the body. The dislocation shows itself in a deformity. There is usually considerable pain, and the joint cannot be used. The proper first-aid treatment is to send for a surgeon immediately, and to make the patient as comfortable as possible until he arrives. Do not attempt to reduce the dislocation except in the case of fingers. To reduce dislocation of a finger, grasp the wrist with the left hand and pull the finger straight away from the hand. The bone should slip into place.

Fractures are of much more frequent occurrence than dislocations. The most common sign of a fracture is a deformity of the injured member. Pain is always present. In the case of a fracture a surgeon should be sent for at once, and until he arrives great care should be taken to prevent any movement of the broken limb. If it is not necessary to move the patient, and if no delay is anticipated in the arrival of the surgeon, it will be necessary only to place the patient in a comfortable position, carefully supporting the fractured bone on each side of the break. If it is necessary to move the patient it will be advisable to apply splints consisting of thin strips of wood which when bound in position will prevent bending of the limb at the point of fracture. Before applying splints the limb should be drawn gently into its proper position and suitably padded. The first-aid equipment should include a number of splints of various sizes

*Fracture of the upper arm.*—First send for a surgeon; then carefully get the arm into its natural position (compare with uninjured arm) and apply two splints, the outer extending from the shoulder, and the inner



from armpit to elbow. Use a sling for supporting the arm.

*Fracture of the forearm.*—Send for a surgeon. Get the arm in natural position. Apply splints which will reach from the elbow to the middle of the hand. Then place the forearm across the chest where entire arm is to be held in position by a sling.

*Fracture of the collar bone.*—When the collar bone is broken the patient cannot raise his arm above the shoulder. Send for a surgeon. Place a pad of cotton in the armpit, and place the arm in a sling so that it will form a right angle. Bandage the arm to the body.

*Fracture of fingers.*—Gently draw the fingers into proper position. Apply a small padded splint under them. Place forearm and hand in a sling so as to give support to both forearm and hand.

*Fracture of the lower jaw.*—The person with a broken jaw is unable to speak, the mouth is open, and the gums may bleed. An irregularity of the teeth may be noticed. Send for a surgeon. Bring the lower teeth gently into their natural position against the upper teeth. Hold the jaw in position with bandages.

*Fracture of the upper leg.*—It is difficult to determine surely whether the thigh bone is broken. If in doubt treat it as if it were broken. Send for a surgeon. Place one splint from the armpit to the foot on the outside. Secure this splint by bandages over the abdomen as well as the limb. Place another splint from the crotch to the foot on the inside. There must be no movement of the hip joint.

*Fracture of the lower leg.*—Send for a surgeon. Ar-



range for a suitable temporary support. If the patient is not to be moved, a pillow shaped to make a trough will provide satisfactory support. If it is necessary to move the patient, splints should be applied. For this purpose thin boards, long enough to prevent movement of the knee joint and of a width greater than the thickness of the leg, should be used. These should be held in place with bandages, none of which should come near the fracture. The position of the leg should be such that the toes assume the same direction as the toes of the uninjured leg.

*Fracture of the wrist.*—Send for a surgeon. If he is delayed, gently pull the hand to reduce the deformity. Apply padded splints of sufficient length to reach from the elbow to below the wrist. Place the forearm in a large sling in such position that the forearm will be at right angles with the upper arm.

*Fracture of the ankle.*—The foot is apt to turn outward with evident deformity. Send for a surgeon. If there is to be considerable delay before the arrival of the surgeon, the foot may be gently drawn down and turned inward, a padded splint being applied on the inside of the leg, extending from below the foot to the knee.

*Fracture of the knee-cap.*—This injury is easily recognized as the broken parts can be felt. There is considerable swelling. Send for a surgeon. Apply a padded splint to the back of the leg, extending well above and below the knee.

**Shock.**—Frequently in connection with injuries such as those described above, it will be necessary to apply first-aid treatment for the shock which accompanies the

injury. By shock is meant that condition which frequently follows some serious injury and which is characterized by great physical exhaustion. It is often called collapse. The patient is prostrate; the skin is very cold, the pulse is weak and fluttering, and breathing is fast and not strong.

Send for a doctor. Place patient flat, with head low. Keep patient warm with blankets and hot-water bottles. Collars and all tight clothing should be loosened in order to help the patient to breathe comfortably. Rub the limbs in the direction from the toes to the hips and from the fingers to the shoulder. Give internally hot black coffee or tea, and half a teaspoonful of aromatic spirits of ammonia. Hold strong spirits of ammonia to the nostrils.

**Fainting.**—Fainting may be considered as a mild form of shock. The treatment is the same as that prescribed for shock, except that usually a dash of cold water against the face will revive the patient.

**Sprains.**—In case of sprains there is swelling, but no other deformity. The pain is severe. Keep the affected part in an elevated position. Provide for the patient's comfort. Do not allow the affected joint to be moved. Apply cloths wrung out in very hot or very cold water until relief is obtained. If the sprain is severe, send for a doctor.

## CHAPTER X

### HEALTH INSTRUCTION IN GRADES I, II, AND III

As has been indicated in preceding chapters, it is the point of view of the writers that health instruction, in the sense in which that term is usually employed, is only a part of the school health program. This is particularly true of the first three grades of the elementary school. In these grades there need be no period set aside for recitations in health provided a maximum of use is made of the excellent opportunities for health instruction in connection with the other phases of the school health program. Instructional emphasis in connection with health in these early school years should be given primarily to establish proper health habits, and to develop in the child a feeling of responsibility for his own health conduct. The health-habits inspection provides one of the most effective means of securing the regular practice of health habits.

**Correlation of health instruction with other school activities.**—Opportunities for health instruction in connection with other phases of the school health program are abundant, and should not be neglected. In another chapter it was pointed out that much of the instruction regarding diet should grow out of the monthly weighing

of children. The child who discovers that he is underweight is naturally anxious to know what he needs to do to correct that condition. That is the proper time to give him instruction regarding the kinds of food and the amount of food which he should eat.

*The lunch period.*—The mid-session lunch period for undernourished children and the school lunch for children who do not go home for lunch, provide excellent opportunities for giving children instruction and practice in proper eating habits. These periods also provide opportunities for instruction in courtesy, kindness, gentleness, and good manners. Not only is it true that the school lunch periods provide these opportunities, but it is also true that if the school neglects to capitalize these opportunities to secure the practice of right ways, the children will probably use them in the forming of wrong habits. Some specific habits which the child should form and practice in connection with the school lunch period are:

To wash his hands and face, to comb his hair, and to make himself presentable before coming to the table.

To use a napkin.

Not to talk with his mouth full.

To chew his food with lips closed.

To eat slowly.

To use a spoon, fork, and knife, and not to handle the food with his fingers.

To drink only when his mouth is empty.

Not to eat food which has dropped on the floor.



KINDERGARTEN CHILDREN DRINKING MILK



The list given above is only a partial one. Actually the possibilities for acquiring health habits in connection with the school luncheon period are almost limitless.

*Testing of vision.*—Instruction regarding the use of the eyes, proper reading habits, and the conservation of vision may well take place in connection with the testing of vision. This is an added reason why teachers should either participate in the testing of vision or conduct the test themselves. The usual procedure of turning the children over to a specialist for such work is apt to result in losing to the school some of its finest opportunities for well-motivated health instruction.

*Physical activities.*—Excellent opportunities for health instruction are also provided in connection with many other aspects of the school work. As has been pointed out in preceding chapters, the physical-activities program provides one of the best means of stimulating the child's interest in health habits. This is particularly true where the activities program is well organized and where fairly definite standards of performance are striven for. Many of the indoor games offer equally fine opportunities for health instruction. Play with dolls in the first three grades affords especially good opportunities for imparting valuable health information. An example of such instruction is contained in *A Project Curriculum*, by Miss Margaret Wells.<sup>1</sup>

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<sup>1</sup>WELLS, MARGARET.—*A Project Curriculum* (Copyright, J. B. Lippincott Company, Philadelphia, 1921), p. 47.



The following list of good habits was gleaned from the children's talks to their dolls:

1. Wash clothes often.
2. Do not wait till the clothes are very dirty.
3. Keep body clean.
4. Brush clothes.
5. Keep them on hangers.
6. Put clothes in the air at night.
7. Wear aprons and overalls.
8. Brush hats when dusty.
9. Put hats away in boxes after wearing.
10. Don't throw hats in the dirt (a favorite pastime at recess).
11. Brush and polish shoes.
12. Wash stockings often.
13. Change and wash underwear often.

The children performed very conscientiously the duty of teaching the dolls these rules, and these lessons did actually work over to a large extent into good personal habits and better care of the children's own clothing.

The teacher who is alert for possibilities for health instruction will find them in connection with practically all of her school work. Language activities, the story hour, dramatization, arithmetic, geography, all abound in fine opportunities for health teaching.

**Need of definite objectives.**—It should be clear that a "cut-and-dried" course of study in health is not desirable. It should be equally clear, however, that we cannot hope for good results by leaving the matter of what will be taught entirely or largely to chance and to the inspiration of the moment. Too often the op-

portunity will be seen only when it has passed. It is essential, then, that one have clearly in mind the habits, the ideas, the attitudes, and the ideals which it is desired that the children should acquire. One should also be conscious of the kinds of situations which will provide opportunities for this desirable instruction.

#### A TENTATIVE OUTLINE IN HEALTH EDUCATION

The statement for Primary Grades of objectives for the elementary school health program given below is taken from the *Tentative Outline in Health Education*, published by the Board of Education, Cleveland, Ohio, and is reproduced with the permission of Mr. Floyd A. Rowe, Director of Physical Welfare, Cleveland Public Schools. These objectives should be of material assistance to the teacher who does not have the guidance of a course of study in health education.

##### *Grade One*

- A. To have physical defects corrected as far as possible.
- B. To eliminate or reduce the amount of communicable disease.
- C. To coöperate with the Department of Physical Education.
- D. To arrange for classroom conditions hygienically.
- E. To interpret the school health program to the parents and to secure their coöperation.
- F. To organize regular periods of classroom activities other than teaching units so that they will

contribute to the promotion of the general health program. These should include:

1. The Every-Morning Health Review.
2. Regular weighing and measuring.
3. The mid-morning lunch.
4. The relaxation period.

G. To establish and develop specific health habits. To accomplish this aim, the Rules of the Health Game<sup>1</sup> should be stressed by grade one and maintained throughout the school life of the child.

#### RULES OF THE HEALTH GAME

A full bath more than once a week.

Brushing the teeth at least once every day.

Sleeping long hours with windows open.

Drinking as much milk<sup>2</sup> as possible but no coffee or tea.

Eating some vegetables or fruit every day.

Drinking at least four glasses of water a day.

Playing part of every day out of doors.

A bowel movement every morning.

Additional specific health-habit objectives are stated in the list which follows. The child should continue to develop all these habits, some of which he has already started to form.

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<sup>1</sup>From the American Child Health Association.

<sup>2</sup>Nutrition authorities advocate a quart of milk a day for each child.

## OBJECTIVES

## ACTIVITIES

*Cleanliness*

1. To wash the hands, face, neck, and ears with warm water and soap at least once a day.
2. To wash the hands before eating and after going to the toilet.
3. To use the wash bowl and toilet properly.
4. To care for the hands so as to prevent chapping.
5. To keep the nails clean and to refrain from biting them.
6. To keep hands and materials away from the face.
7. To bring a clean handkerchief every day and to use it properly.

*Clothing*

8. To keep clothing clean and neat.
9. To wear wraps and overshoes when needed.
10. To remove wraps, sweaters, and overshoes when indoors.
11. To wear clothing suitable for school boys and girls (avoid wearing sweaters indoors and excessive underclothing).

*Food*

12. To eat whole-grain breads and cereals.
13. To eat three regular meals every day.
14. To sit down to eat, to eat slowly, and to chew food thoroughly.
15. To eat a warm breakfast every day.
16. To eat little or no candy (eat it only as dessert).
17. To avoid food which has been dropped on the floor or handled by others.

*Fresh Air  
Ventilation  
Sunshine*

18. To have fresh air in the classroom at all times.
19. To breathe with the mouth closed and to breathe properly.
20. To play in the sunshine whenever possible.

## OBJECTIVES

## ACTIVITIES

<i>Posture</i>	21. To hold the body in good posture while walking, standing, and sitting.
<i>Exercise</i>	22. To choose active games but to avoid carrying them to excess.
<i>Sleep, Rest, Relaxation</i>	23. To like to sleep with the windows open. 24. To feel that a nap during the day is not babyish. 25. To relax in one's seat during the rest period.
<i>Safety</i>	26. To develop habits of safety.

H. To acquire health knowledge. The primary consideration of the first grade is the development of health practices. The child will not be held responsible for reproducing much specific information. In general it is desirable that:

1. Children know some of the habits which help them to grow—such as long hours of sleep, outdoor exercises, having a good breakfast.
2. Children know that the sixth-year molar is the first of their permanent teeth and must be well cared for.
3. At least one or two children be taught how to read the thermometer in order to act as thermometer inspector.

I. To develop desirable mental attitudes toward health, health practices, and life situations.

1. The school aims:

- a. To develop and maintain on the part of both pupil and teacher an attitude of considering health as a

means of enriching life, not as an end in itself.

- b. To develop an attitude toward health practices which recognizes them as related to health and growth and not as ends in themselves.
  - c. To develop and maintain an attitude of interest and enjoyment toward health as a school subject.
2. The child's attitude toward life situations will largely determine his mental health and social behavior. Health education offers an excellent opportunity for contributing to that aim of general education which seeks to give the child the ability to meet life's problems courageously, fairly, and intelligently. Mental health for normal children involves the establishment of a well-balanced and serene mind capable of adjusting itself readily to the mastery of life's problems with a freedom from mental strain. The school seeks:
- a. To train children to rest.
  - b. To give every child an opportunity to achieve success.
  - c. To give children a chance to express themselves.
  - d. To train the child in the concentration of attention so as to promote an orderly association of ideas.

- e. To train the child to take effective action when necessary.
- f. To see that the child has normal social relationships.
- g. To make the atmosphere of the schoolroom friendly, happy, joyous, and optimistic.

### *Grade Two*

Objectives listed above for grade one under A, B, C, D, E, and F, are identical with those for grade two.

- G. The specific health-habit objectives for grade two include all of those listed for grade one and these additional ones.

#### OBJECTIVES

#### ACTIVITIES

- |                    |  |
|--------------------|--|
| <i>Cleanliness</i> | <ul style="list-style-type: none"> <li>1. To prevent chapped hands by thorough washing and drying.</li> <li>2. To trim the nails and file them.</li> <li>3. To wash the hair once a week and comb it daily.</li> <li>4. To use and care for an individual towel, comb, brush, and toothbrush.</li> </ul> |
| <i>Clothing</i>    | <ul style="list-style-type: none"> <li>5. To remove damp clothing promptly.</li> <li>6. To wear separate clothing at night.</li> </ul>   |
| <i>Exercise</i>    | <ul style="list-style-type: none"> <li>7. To avoid twisting the body to the left when writing or doing desk work.</li> </ul>   |

The objectives listed for grade one under H and I are practically identical with those listed for grade two.

### *Grade Three*

Objectives listed above for grade one under A, B, C, D, E, and F are identical with those for grade three.



G. The specific health-habit objectives for grade three include all of those listed for grades one and two and the following additional ones.

OBJECTIVES	ACTIVITIES
<i>Cleanliness</i>	<ol style="list-style-type: none"> <li>1. To stimulate the skin with cold water or a dry rub.</li> <li>2. To prevent chapped hands by proper washing and drying and if necessary by the proper use of a lotion.</li> <li>3. To save the teeth from injury by refraining from biting thread, hard candy, or nut shells.</li> <li>4. To visit the dentist twice yearly.</li> <li>5. To help keep the school and home clean.</li> </ol>
<i>Clothing</i>	<ol style="list-style-type: none"> <li>6. To wear clothing suited to the season and the weather.</li> </ol>
<i>Eyes</i>	<ol style="list-style-type: none"> <li>7. To read only in a good light and to hold reading matter in the correct position.</li> <li>8. To refrain from rubbing the eyes.</li> </ol>
<i>Food</i>	<ol style="list-style-type: none"> <li>9. To be polite and cheerful at the table.</li> </ol>
<i>Posture</i>	<ol style="list-style-type: none"> <li>10. To walk without scuffing, and with the toes pointing straight ahead.</li> </ol>
<i>Sleep and Rest</i>	<ol style="list-style-type: none"> <li>11. To retire at a regular time each night.</li> </ol>

H. To develop health knowledge.

By the end of the third grade the children should be responsible for the following health knowledge:

1. To know the rules of the Health Game.
2. To begin to understand the relation between health habits and the way one feels

(for example, the relation between the loss of sleep or rest and nervousness).

3. To know how to adjust clothing to weather conditions.
4. To know that one should keep away from children who have communicable diseases.
5. To know the health value of fruits and vegetables.
6. To know which foods make strong bones and teeth.
7. To know that milk is the best single food.
8. To know what constitutes a good breakfast.
9. To know how to read a thermometer.
10. To know the value of visiting a dentist twice a year.

The objectives listed under I are identical with those listed above for the first grade.

**Placing the emphasis in primary health instruction.—**

The major emphasis in the Cleveland course of study in health education for the first three grades is clearly upon the health *program* rather than upon health *instruction*. The chief purposes are to protect and promote health and to establish those habits which will insure health rather than to cause the children to acquire a large store of information relative to health. Some health information is imparted but it is selected with a view to the child's present needs primarily rather than with a view to his adult needs.

**Problems of health instruction.**—The problems connected with the best way to introduce a specific health

habit which we wish the children to acquire are real problems. Unfortunately for the teacher who needs to be told definitely how each step is to be taken, no definite and satisfactory general answers to such problems can be given. The right solution of such problems depends upon the situation, and no two classroom situations will be the same. We can point the way by examples of how it has been done, we can set up certain guiding principles, but finally the teacher and the children will have to work out each such problem for themselves.

Let us consider "safety-first" instruction, and, more specifically, those aspects of this subject which have to do with getting safely through the streets on foot. We desire that the child shall acquire certain habits which he can be depended upon always to use on the appropriate occasions. Among these are:

Crossing streets only at corners and at right angles.

Crossing only when traffic movement is favorable, and looking in both directions.

Looking to the left before crossing; then crossing to the center and looking to the right.

Waiting for policeman's signal, or for traffic light where traffic is regulated.

We know that children need to acquire these habits. Undoubtedly the school has some responsibility for teaching them. How shall we set about the teaching of these safety rules? First of all, we know that they must be unusually well taught—taught in such a way that they can be depended upon to function whenever a proper occasion arises. Here is an opportunity for the

application of some of our educational psychology. We know that retention of information depends largely upon vividness of presentation, upon a felt need for acquiring the information, upon recency, and upon repetition or practice.

Applying these principles, we may draw certain conclusions regarding a proper procedure for teaching such habits as those listed above.

We may safely conclude, for example, that the information regarding the proper way to cross streets will make a stronger impression upon the group if presented at a time when a child has been injured or has had a narrow escape from injury in such a situation. The writer recalls an experience in teaching such habits to his own children which illustrates the point. A playmate who lived in the same block was struck by an automobile while attempting to cross the street near our house. She had failed to look before she started across. One of my children saw the accident, and the other two were on the scene shortly after it occurred. We utilized this incident while it was fresh in the children's minds to teach them the dangers connected with crossing streets and with playing in the street, and to teach them how to cross streets safely. The accident referred to occurred about three years ago, yet the children recall it very vividly, although one of them was only four years old when it occurred. The recollection of this accident to their playmate still operates effectively in making them cautious when crossing streets and in preventing them from playing in the street. Care needs to be exercised not to appeal too strongly to fear in

such a situation. The appeal should be made to the child's good judgment.

The practice of using older children to assist young children in crossing busy streets going to and from school is an excellent one, not only from the standpoint of immediate safety, but from the standpoint of habit formation as well. It employs the principles of a felt need in connection with a real situation, and provides that most necessary element in habit formation, frequent practice.

It should be clear then that while the teacher should be conscious of the health habits, and the attitudes and ideals regarding health which are to be taught, she cannot be told exactly when nor exactly how these are to be taught. For these, she must depend largely upon her own alertness, her training, and her good judgment.

**Correlation of health instruction and other activities.**—Mention has already been made of the effectiveness of other school activities, such as language activities, the story hour, and dramatizations in connection with health instruction. In order to be able to utilize these methods effectively the teacher needs to be in possession of an abundance of interesting and appropriate material. It is the opinion of the writers that the best collection of such material for health instruction in the elementary school is contained in *Health Training in Schools*, by Theresa Dansdill, published by the National Tuberculosis Association, 370 Seventh Avenue, New York City, 1923. Every elementary teacher should have access to this book.

An excellent example of the use of dramatization in

health work is contained in the health play which follows. This play, "The Magic Water Lily," was dictated entirely by the second-grade children in the Elementary Training School at Ohio University. The work was done in connection with the second-grade health instruction during the school year 1926-27. A student teacher, Miss Mellissa Pearl Davis, directed the efforts of the children under the supervision of Miss Amy Weihr, critic teacher. Every word in the play, including the title, was suggested by the children themselves.

## THE MAGIC WATER LILY

### SCENE I

(In the Living Room)

WARREN: Oh, let's play a game of marbles.

ALL CHILDREN: Oh, yes, that would be lots of fun.

DONALD: Here's my shooter.

DOLORES: Can't I shoot first?

WARREN: Oh, you always want to be first.

PAULINE: Well, stop your quarreling or we will never get through with this game.

JANET: Don't you think it is time to get washed for bed?

ALL CHILDREN: Oh, no, it's only eight o'clock.

WARREN: Oh, mother, you always call us just when we are having a good time.

JANET: All right, dears, you may stay up just a few minutes longer.

DOLORES: May we stay up just until we finish this game?

CHARLES: Let me have a hand in this game. I'll show you how to play marbles. Where's my shooter?

PAULINE: Here, daddy, you may have my shooter.

WARREN: No, daddy, you take my shooter. It's the best. It is a puree.



CHARLES: I'll use this shooter. (*Picks up one marble.*)

DONALD: Oh, watch daddy hit those marbles.

WARREN: Knock me an edger, daddy. How can you play so well?

CHARLES: I used to play when I was a boy.

DONALD: Daddy can choose for me the next game.

ALL CHILDREN: Oh, yes, what shall we play?

CHARLES: Let's put a record on the victrola and dance the tantola. (*Dance.*)

JANET: Well, it is time for all of us to go to bed.

CHARLES: And I must go to the office.

ALL CHILDREN: Good night, mother. Good night, daddy.

JANET AND CHARLES: Good night, my dears. (*Good-night song.*)

(*Exit.*)

## SCENE II

(In the Bedroom)

(*The children have gone to bed and are asleep. The scene opens in the boys' bedroom. Girls hear a noise and are frightened. They rush into the boys' room.*)

BOTH GIRLS: Oh, brother, did you hear that noise?

DONALD: What noise? I didn't hear anything.

PAULINE: I was sound asleep when I heard a terrible noise. Wonder what it could be?

WARREN: Oh you little "fraidy-cats." You're always hearing something.

(*Another noise. The boys are frightened and cover up their heads in bed. Girls rush out. Brownies tiptoe into the room, and dance. Health Brownie (DAVID) goes over to the boys' bed and lifts up the covers.*)

DAVID: What are you doing away down in your bed? You need fresh air.

DONALD: Who are you?

DAVID: I came to take you to Health Land. I am the



brownie who takes unhealthy boys and girls on a visit to Health Land.

WARREN: Why should *we* go? We're not sick. (*Girls rush in.*)

PAULINE: Be quiet so we can sleep.

BOTH GIRLS: (*They see the brownie.*) Oh! (*They try to hide.*)

DAVID: Don't be afraid of me, I'm just a little brownie who has come to take you to Health Land.

DOLORES: I'd like to go there. When can we go?

DAVID: I came to take you back with me now. Get dressed quickly and follow me.

BOYS: May we go too?

DAVID: Yes, I'll take all of you children if you hurry. (*All get ready to go with the brownie. Brownie Song.*)

DAVID: Are we ready?

ALL: Yes, let's hurry.

DAVID: Come. (*Exit.*)

### SCENE III

(In Health Land)

(*The four children and the Health Brownie stand outside the big gate, and look through the gate at the clean children playing within. Shoemakers' dance.*)

PAULINE: Oh, this looks like fairy land.

WARREN: May we go in and play too?

DAVID: Knock on the gate and see what will happen.

CHILDREN (*rapping on the gate*): Hocus Pocus must open. (*Gate swings open. The children run to the pond to gather flowers.*)

PAULINE: Look at that big water lily. Won't you get it for me, brother? (*Clean children rush up to them.*)

A CLEAN GIRL: Please do not pick that lily. It helps to make Health Land more beautiful.

A CLEAN BOY: Yes, it helps to make the water in the pond clear.

DONALD: Is this water-lily magic since it helps to keep the water clear? (*Water Brownie (STEPHEN) enters.*)

STEPHEN: Of course this beautiful lily is magic, and every child in Health Land gets a lily as a reward when he is as clean as the lily.

DOLORES: Please may we have a lily?

STEPHEN: No, you are too dirty to wear one of our pure lilies. Just look at yourselves in our magic mirror.

PAULINE: I didn't know we were so very dirty.

WARREN: May we go and get cleaned up?

STEPHEN: When you are clean I'm sure our boys and girls will like you much better.

CLEAN CHILDREN: Be Clean! Be Clean!

WARREN: We'll be back as soon as we get clean.

(*The four children leave the scene. The clean children do an exercise game while the dirty children get clean. The dirty children get clean. The dirty children come back, thinking they are clean. Health Song.*)

STEPHEN: Those that deserve a water lily come to me. (*The children rush to the edge of the pond.*)

WARREN: I'm sure I deserve a water lily now.

STEPHEN: There's no way to tell who deserve the lilies unless we have an examination. (*Warren has his hands in his pockets.*)

STEPHEN: Come, line up along the edge of the pond so I may get a good look at you. (*The four children line up.*)

A CLEAN BOY: Take your hands out of your pockets so the brownie may see them too. (*Warren takes his hands out of his pockets slowly.*)

STEPHEN: Let me see those hands. Look at your finger nails. What's wrong there?

WARREN: Oh, I was in such a hurry that I forgot to clean them. May I clean them now?

STEPHEN: Yes, go at once for this will be your last chance to get a lily. (*Warren rushes out. Donald is next examined.*)

STEPHEN: No boy like you deserves a water lily. Your teeth and ears are dirty.

DONALD: I thought I had them clean. I'm very sorry. May I have another trial too?

STEPHEN: Yes, you may try it once more. (*Donald goes out. Dolores is next examined.*)

DOLORES: I'm sure I'm nice and clean, then I will get a lily.

STEPHEN: Look at your dirty neck. Just look at that high-water mark. So that's what you call clean.

DOLORES: I won't let you make fun of me. (*To the clean children.*) I'm going to be just as clean as any of you girls. (*Dolores rushes out.*)

STEPHEN (*To the clean children*): I hope this girl is clean. (*Brownie examines Pauline.*)

STEPHEN: Good for you. You're the only clean one out of the whole bunch. You may have a water lily now. (*Gives Pauline a lily. The other children rush in. The brownie looks at them.*)

STEPHEN: Yes, you are all clean this time. Here, you may have the water lilies now.

(*The three children are given water lilies. Then the clean children dance around the four children who are now clean. Water-lily piano music.*)

STEPHEN: Listen now to the music of the water lilies.

DAVID (*From within the gate*): Come, boys and girls. It is time we are off.

WARREN: We hate to leave you, little friends, but we must go now.

CLEAN CHILDREN: Let us have a dance together first. (*I See You*)

CLEAN CHILDREN: Good-bye. Come again.

(*The four children rush out the gate to the Health Brownie, and go home.*)

## SCENE IV

(In the Girls' Bedroom)

PAULINE: Oh, there goes my water lily. Brother, help me catch it. (*Boys come to the door.*)

DONALD: What did you want? (*As he speaks Pauline falls out of bed.*)

WARREN: What are you trying to do, turn somersaults out of bed? (*Dolores wakes up.*)

DOLORES: What are you doing on the floor, Pauline?

PAULINE: I was trying to catch my water lily, and I fell out of bed. Where did it go? (*Mother comes to the door.*)

JANET: What's all this noise about? (*Mother walks into the room.*) Why, sister, what are you doing? I thought you were in bed?

DOLORES: Sister was trying to catch her water lily, and fell out of bed.

JANET: Water lily! You didn't have any lily when you went to bed. You must have been dreaming.

WARREN: Yes, we did have lilies, mother. We all had them. We got them when we were in Health Land.

PAULINE: Yes, I was the first one to get a lily.

JANET: When did you go to Health Land?

ALL: We went last night.

DONALD: A funny little brownie came and took us to Health Land.

DOLORES: Oh, mother, you should have seen Health Land. I thought it was Fairy Land at first, it was so beautiful.

PAULINE: They even had a magic mirror, and beautiful water lilies grew there.

DONALD: My, how we had to work to get a lily.

JANET: What did you want with a water lily?

WARREN: The brownie told us that we must be as clean as the water lily before we could have one.

PAULINE: In Health Land the boys and girls didn't want to play with us, we were so dirty.

JANET: Why, weren't you clean before you went?

WARREN: We didn't know we were so dirty until the clean boys and girls told us.

JANET: Maybe that will teach you a lesson so you will always remember to keep clean.

DOLORES: Mother, from now on I'm not going to have water streaks on my neck.

WARREN: Mother, we're sorry that we have been so dirty. We'll try to be clean after this. (*Clock strikes eight.*)

JANET: Oh, it is getting late. You children must go get dressed. (*Children rush off followed by mother.*)

CHILDREN: Be Clean! Be Clean!

END

## CHAPTER XI

### HEALTH INSTRUCTION IN GRADES IV, V, AND VI

Much of what was suggested regarding health instruction in the first three grades is applicable in grades four, five, and six. Emphasis must still be given to health habits and to securing their practice. The health-habits inspection should be continued, with the children taking greater responsibility for conducting the inspection. There will be better opportunities to link together the physical education, or the activities program, and the health-instruction program, since children in these grades are more interested in group games and competitive sports.

**Organized health activities for the intermediate grades.**—In the intermediate grades it will be found to be true that the children are greatly interested in doing things for themselves. They are interested in campaigns, in room organizations, in holding meetings, in construction activities, and in fairly long-time projects. They are interested, particularly, in the later intermediate grades, in community affairs and organizations. These significant interests of the period give us a cue to the manner in which much of the health work of the intermediate grades may well be organized.

Some form of room health organization will be found to be successful in grades four, five, and six. This organization might well have such a title as "The Fourth-Grade Health League." The name of the organization, however, as well as the decision as to whether there is to be an organization, and the specific purposes which it will serve, should not be decided by edict of the teacher. There must be much skilful leadership by the teacher, it is true, but there must also be a maximum of opportunity for pupil participation, both in planning and executing. It is here that we encounter great difficulties in the matter of set courses of study and adopted textbooks for the various grades. It may be true that we should not attempt to escape from this difficulty in connection with some of the more formal subjects of the elementary-school curriculum, but in health instruction it seems that we might profitably dispense with most of the usual formal requirements as to subject matter to be covered, grade placement of material, and textbook adoptions.

Let us assume that in a given elementary school the children of the intermediate grades decided that in each room they would have a health organization or club. This decision might be made as the result of a suggestion by the principal or a teacher. It is probable that the different rooms would adopt different names for their own health clubs. This should not be disconcerting, but rather should be expected. The various rooms would then consider the problem of what purposes their club should serve. Now is the time for some real, purposeful curriculum construction to which every



child and every teacher will feel responsible for making a contribution. It will be distinctly uncomfortable and perhaps disastrous for the teacher who is poorly trained in health, or who believes that it is her job to teach what is in the course of study rather than to help the children plan what they desire to study.

When the plan for a health program for the room begins to take shape it will occur to someone that it would be well for each room to know what the others are planning to do, and so committees will probably be elected to represent the various rooms on a central health committee. This committee will require some organization, probably with a chairman and a secretary. The sub-committees from the various grades will report regarding their tentative health programs, and these reports will be considered by the central committee. Here again there will be a need for the finest kind of pupil-teacher coöperative planning, and undoubtedly for some wise and skilful teacher leadership. It will require much time and a considerable expenditure of energy. Some educators will be inclined to believe that such a procedure would be too wasteful both of time and energy, thinking perhaps of the number of chapters in an adopted text which would have been covered if they had started off in the usual manner. The only answer to their objections is contained in the question: Are we interested in learning in terms of the modification of behavior, or are we interested in learning merely in terms of the ability to give back on demand information which has been imparted?

Eventually, if the program is permitted to proceed,

the various rooms will have reached a decision regarding their health program for the year. As a result of the interchange of ideas in the central committee certain modifications will have been made, probably certain practices will have been adopted by the entire group, and perhaps there will be some coherence and unity in the entire program. It would be a rash prophet indeed who would attempt to predict what the program for each grade would be. Probably one grade would decide to make an especial study of foods. If so, they would probably become interested in the local food supply, in the relative values of different kinds of food, in the matter of a proper diet for themselves, in the uses which the body makes of various foods. Or they might have a wonderful and a profitable year's work in connection with food and not consider one of these aspects.

Another grade—if we had to guess we would say the sixth—might become interested in such a problem as this: How does this community provide for the health of its citizens?

When the various grades have adopted health programs for the year, it will be time to consider such matters as textbooks, reference books, and pamphlets. Undoubtedly one textbook will not suffice. They will probably need many different books, and not only books, but moving pictures, slides, excursions, and speakers.

The room health organization will have many other duties in addition to deciding what special aspects of health work they will study during the year. Health-habits inspections will be made by temporary com-



GOOD SITTING POSTURE

(THESE BOYS ARE THE SAME AGE AND ARE IN THE SAME GRADE)



mittees elected for that purpose. The health habits to be given special attention will be decided by the room health organization. It will consider ways and means of improving health conditions in the room and in the school.

Sooner or later it will become evident that the school needs to have a school health organization just as each room has one. This realization may come in connection with the consideration of some problem affecting the health of the entire school which the children of one room feel inadequate to handle. Such an organization when formed would then become the school health council, responsible for assisting in stimulating and promoting health activities of the various room health organizations.

Does this seem to you to be too revolutionary? Is it placing in the hands of children responsibilities which can properly be discharged only by adults? *Try it and see.*

**Play programs and health.**—Frequent reference has been made in this book to the desirability of unifying the health program and the activities program. Excellent opportunities for accomplishing this are presented in the intermediate grades. The following quotation from *Health in Play*<sup>1</sup> presents very well the relationship of the play program to health:

Because playgrounds are made for play they can't help radiating health. But today's concept of health as the

<sup>1</sup>*Health in Play*, published by the American Child Association, 370 Seventh Avenue, New York City, with the approval of the Playground and Recreation Association of America.

right of all, rather than the fortunate accident of the few, faces the play leader with a challenge and an opportunity for health which is even greater than that which is inspiring teachers everywhere to make health a school objective. For the playground presents an ideal situation for establishing health as the habit of life, primarily because health, strength, and joy are not externals added unto play, but are inseparable parts of it, and also because the playground finds the growing child in an eagerly receptive mood.

In addition, here are six good reasons why health has its place in the play program:

1. Children are vitally interested in play activities. This interest should be taken advantage of in establishing health habits.

2. Play gives the *time* to teach health. Play occupies a greater share of the time of childhood than anything else except its co-worker for health, sleep. Daily repetition is necessary in establishing health habits.

3. Play is of equal interest in all the growing years from infancy to maturity. Physical exercise in one form or another continues from the baby kicking in his cradle to the college athlete. Health cannot be spasmodic; it is an ever-present factor in life.

4. Health is a prerequisite for success in all-round physical accomplishment.

5. The organized play of the playground presupposes some sort of physical examination which can easily be developed into a health examination.

6. The companionship of the play leader and the children is so simple and so intimate that it offers the most perfect atmosphere for the creation of health habits.

When the child sees the relationship between physical fitness, as measured by playground achievement, and the practice of health habits, he will practice these health habits willingly. It is entirely possible, with

boys in the fifth and sixth grades, to secure the practice of health habits as a means of attaining physical fitness, just as it is possible to persuade athletes to observe training rules during the playing season.

**Need of objectives for intermediate health instruction.**—While it is true that a formalized program of health instruction is not desirable, and that the units of health instruction should be based on the children's own interests, it is also true that the classroom teacher needs to have in mind certain objectives which should be attained as a result of the health work in her grade. These objectives should not serve as the absolute determinant of the health program, nor should there be an attempt to realize them in any fixed order. Rather they should be regarded as desirable standards of attainment.

#### A TENTATIVE OUTLINE IN HEALTH EDUCATION FOR THE INTERMEDIATE GRADES

The statements which follow of the objectives for the health program in grades four, five, and six are taken from the *Tentative Outline in Health Education*, published by the Board of Education, Cleveland, Ohio, and reproduced with the permission of Floyd A. Rowe, Director of Physical Welfare, Cleveland Public Schools.

##### *Grade Four*

- A. To have physical defects corrected in so far as possible.
- B. To eliminate or reduce the amount of communicable disease.



- C. To coöperate with the department of physical education.
- D. To arrange for hygienic classroom conditions.
- E. To interpret the school health program to the parents and secure their coöperation.
- F. To organize regular periods of classroom activities other than teaching units so that they will contribute to the promotion of the general health program.

Classroom activities that may be organized to contribute to the health education program include:

1. The Every Morning Health Review
  2. Regular weighing and measuring
  3. The mid-morning milk lunch
  4. The relaxation period
- G. To maintain and establish specific health habits.

#### RULES OF THE HEALTH GAME<sup>1</sup>

A full bath more than once a week.

Brushing the teeth at least once every day.

Sleeping long hours with windows open.

Drinking as much milk<sup>2</sup> as possible but no tea or coffee.

The following specific health-habit objectives should be established and practiced with a fair degree of success by the time the child leaves the fourth grade. (We are including here those listed for grades one, two,

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<sup>1</sup>From the American Child Health Association.

<sup>2</sup>Nutrition authorities advocate a quart of milk a day for each child.

and three as well as the new ones for the fourth grade. Those preceded by an asterisk (\*) do not appear in the objectives for the previous grades).

## OBJECTIVES

## ACTIVITIES

*Cleanliness*

1. To provide skin stimulation.
2. To wash face, neck, and ears daily with warm water and soap.
3. To use clean individual towel and washcloth.
4. To prevent chapped hands.
5. \*To prevent the spread of skin diseases and infection.
6. To wash hands before eating or handling food.
7. To wash hands after using toilet.
8. To use wash bowl and toilet properly.
9. To keep finger nails clean and trimmed.
10. To refrain from biting nails or picking hangnails.
11. \*To keep toe nails short and clean.
12. \*To prevent ingrowing nails by trimming them square and wearing proper shoes.
13. To keep hands and materials away from face.
14. To carry a clean handkerchief every day and use it properly.
15. To blow the nose gently.
16. To wash hair once in two weeks and comb it daily.
17. To keep one's comb and brush clean.
18. \*To prevent or treat pediculosis.
19. \*To drink a glass of water before breakfast.

## OBJECTIVES

## ACTIVITIES

*Clothing*

20. To wear clothes suited to the temperature.
21. \*To have clothing suitably adjusted for comfort and vigorous activities (no restraining bands or elastics).
22. To keep clothing neat and clean.
23. \*To keep shoes clean and polished.
24. \*To wear stockings of a proper size.
25. \*To have clean underclothing and stockings at least twice a week.
26. To use different clothing at night.
27. To remove sweaters, wraps, and rubbers when indoors.
28. \*To refrain from getting clothing and stockings wet if possible.
29. \*To remove damp clothing as soon as possible and warm the body if chilled.
30. \*To put on extra wraps when warm after exercise.
- 31.\* To keep wraps and clothing in proper places.

*Communicable diseases*

32. \*To treat a cold promptly.
33. To cover coughs and sneezes with a clean handkerchief.
34. \*To refrain from kissing anyone on the mouth or allowing oneself to be kissed on the mouth.

*Eyes*

35. To read only in proper light.
36. \*To hold book or handwork in correct position and at the proper distance from the eyes.
37. \*To avoid casting a shadow upon one's writing or handwork.

## OBJECTIVES

## ACTIVITIES

38. \*To refrain from looking directly at the sun or extremely bright lights (wear an eye shade when necessary).
39. \*To avoid sitting too close to the screen at the movies.
40. \*To secure properly fitted glasses when necessary.
41. \*To wear glasses all the time if prescribed.
42. \*To keep frames of glasses properly adjusted (not bent).
43. \*To keep glasses clean.
44. To refrain from rubbing eyes and to keep inappropriate articles away from the eyes.

*Food*

45. \*To include sufficient bulky food in the diet.
46. \*To include in the diet coarse food requiring vigorous chewing.
47. To eat a warm breakfast every morning.
48. To eat whole-grain breads and cereals.
49. \*To eat a simple warm lunch daily.
50. To eat three regular meals every day.
51. \*To avoid fried foods.
52. To eat candy only after meals and then sparingly.
53. \*To refrain from eating between meals, especially heavy foods and sweets.
54. To sit properly at the table while eating.
55. To eat food slowly and chew it thoroughly.
56. To take small bites and mouthfuls.
57. To be calm, cheerful, and polite at table.

## OBJECTIVES

## ACTIVITIES

58. \*To refrain from talking while food is in the mouth.
59. \*To refrain from drinking while food is in the mouth.
60. To refrain from handling another person's food.
61. To refrain from exchanging food or from eating food picked from the floor, ground, or street.

*Fresh Air  
and  
Exercise*

62. To breathe properly with mouth closed.
63. To play in sunshine whenever possible.
64. \*To expose one's skin to sunlight, to become tanned but not burned.
65. To maintain proper ventilation of rooms.
66. \*To avoid overcrowded and poorly ventilated places.

*Posture*

67. To hold the body in good position when standing, sitting, or walking.

*Sleep, Rest,  
and  
Relaxation*

68. To like to have the windows open while sleeping.
69. To sleep without artificial light in one's room.
70. \*To use sufficient light-weight warm covering but not too much.
71. \*To use a low pillow or none.
72. \*To air bed clothes each morning.
73. \*To rest before and after eating when possible.
74. To relax during a rest period.

*Safety*

75. To develop practices of safety.

*Sanitation*

76. To help keep home and schoolroom clean.



GOOD STANDING POSTURE





## OBJECTIVES

## ACTIVITIES

- 77. \*To help keep school grounds, home yards, streets, and alleys clean.
- 78. \*To use a door mat when necessary.
- 79. \*To dispose of household waste and garbage using properly covered receptacles.
- 80. \*To keep screen doors shut.

*Teeth*

- 81. To use a toothbrush of proper size, shape, and stiffness.
- 82. To use one's own toothbrush.
- 83. To care for the toothbrush properly.
- 84. To avoid injury to the teeth by refraining from biting hard candy, nuts, or thread.
- 85. To visit the dentist twice a year.

## H. Health knowledge objectives:

Those marked with the asterisk (\*) indicate knowledge objectives not listed for preceding grades.

- 1. To know some of the habits which help growth, such as the Rules of the Game.
- 2. To understand the relation between health habits and the way one feels; for example, the relation of lack of sleep or rest to nervousness.
- 3. To know the kinds of clothing which will keep the body warm or which will keep the body cool.
- 4. \*To know that most catching or communicable diseases are caused by germs.

5. To know that one can give a cold to someone else.
6. \*To know simple rules for avoiding exposure to communicable disease.
7. \*To know that flies can spread germs.
8. \*To know that mosquitoes breed in standing water.
9. \*To know that milk makes strong bones and teeth.
10. To know that milk is the best single food.
11. To know that vegetables and fruits promote health and good digestion.
12. To know what constitutes a good breakfast.
13. \*To know that cheerfulness aids digestion.
14. \*To know that vitamins promote health and growth.
15. \*To know that milk, eggs, whole-grain cereals, fruits, and vegetables contain vitamins.
16. To know that the use of iodized salt will help prevent goiter.
17. \*To know that the digestive tract changes food to liquid form so that it can be carried by the blood to all parts of the body.
18. \*To know that cool slightly moving air refreshes the skin.
19. To know how to read the thermometer.
20. \*To know that the lungs are large air sacs where the blood is supplied with air.

21. \*To know that the heart is a large muscle which acts as a pump to force blood through the body.
22. \*To know what constitutes good standing and sitting posture.
23. \*To know that exercise promotes growth and strength.
24. To know that it is necessary to visit the dentist twice a year in order to stop tooth decay.
25. \*To develop a vocabulary of health terms including such words as the following:  
abdomen, appetite, bloodvessel, bowel, circulation, digestion, intestine, laxative, nutrition, perspiration, pores, relaxation, saliva, skeleton, stimulant, temperature, ventilation, vitamin.

I. To develop desirable mental attitudes toward health, health practices, and life situations.

1. The child's attitudes toward health largely determine the readiness with which he adopts health practices. It is therefore desirable:
  - a. To develop and maintain on the part of both pupil and teacher an attitude which considers health as a means of enriching life, not as an end in itself.

- b. To develop an attitude toward health practices which recognizes them as related to health and growth and not as ends in themselves.
  - c. To develop and maintain an attitude of interest and enjoyment toward health as a school subject.
2. The child's attitude toward life situations will largely determine his mental health and social behavior. Health education offers an excellent opportunity for contributing to that aim of general education which seeks to give the child the ability to meet life's problems courageously, fairly, and intelligently. Mental health for normal children involves the establishment of a well-balanced and serene mind capable of adjusting itself readily to the mastery of life's problems with a freedom from mental strain. The school seeks:
- a. To train children to rest.
  - b. To give every child an opportunity to achieve success.
  - c. To give children an opportunity to express themselves.
  - d. To train the child in the concentration of attention so as to promote an orderly association of ideas.
  - e. To train the child to take effective action when necessary.

- f. To see that the child has normal social relationships.
- g. To make the atmosphere of the schoolroom friendly, happy, joyous, and optimistic.

### *Grade Five*

Objectives listed above for grade four under A, B, C, D, E, and F are identical with those for grade five.

G. The specific health-habit objectives for grade five include all of those listed for grade four and these additional ones.

OBJECTIVES	ACTIVITIES
<i>Growth and Health</i>	1. To plan a daily health program.
<i>Foods and Digestion</i>	2. To refrain from eating meat more than once a day.
	3. To eat the heaviest meal at a time when it will digest most readily.
	4. To wash or peel fruit before eating.
	5. To use an individual drinking cup.
<i>Cleanliness</i>	6. To rinse and dry the skin thoroughly.
	7. To massage the scalp by brisk brushing or rubbing.
	8. To dry the hair thoroughly after washing before going out.
	9. To avoid the use of harmful hair tonics.
	10. To keep the hair trimmed or tied so that it does not hang in the eyes.
<i>Communicable diseases</i>	11. To keep away from those who are ill with communicable diseases.

## OBJECTIVES

## ACTIVITIES

*Teeth*

12. To prevent colds.
13. To be careful during convalescence.
14. To select a diet rich in tooth-building materials.
15. To brush the gums and tongue properly.
16. To refrain from picking one's teeth with pins.

*Clothing*

17. To avoid excessive neckwear such as furs and scarfs.
18. To select hats that are ventilated and not too tight.
19. To avoid water-proof garments for constant wear.

*Ears*

20. To refrain from putting anything into the ears.
21. To secure medical advice when there is anything wrong with the ears.

*Eyes*

22. To rest the eyes when they are tired by closing them or by focusing them on distant objects.
23. To avoid reading while lying down.
24. To secure medical advice when there is trouble with the eyes.
25. To properly remove any foreign objects from the eyes.

*Medicines, Drugs,  
and Stimulants*

26. To take medicine only according to the doctor's instructions (home remedies excepted).
27. To avoid health fads.
28. To refrain from drinking alcoholic beverages.

## OBJECTIVES

## ACTIVITIES

*Feet*

29. To refrain from using cigarettes or other forms of tobacco.

*Sleep, Rest, and Relaxation*

30. To wear shoes of proper size and shape—straight inner edge, low flat heels.

31. To eat only light meals before sleeping.

32. To sleep alone in one's own bed and in one's own room, if possible.

33. To change sheets and pillow slips each week.

34. To take a relaxed position for sleeping and resting.

35. To provide for sufficient rest and relaxation during the day.

*Sanitation*

36. To help keep school and other public toilets in a sanitary condition.

## H. Health-knowledge objectives:

The health-knowledge objectives for grade five include all of those listed for grade four and the following additional ones:

1. To know which practices retard growth.
2. To know the general nature and functions of the important parts of the body.
3. To know the kinds of physical defects which exist among the members of the class and what needs to be done to correct these defects. (No reference should be made to the defects of individual children.)



4. To know which foods contribute to growth and repair.
5. To know which foods are used primarily to build energy.
6. To know the important uses of iron and calcium in the body.
7. To know some of the foods which are important sources of iron and calcium.
8. To know the value of eating meals at regular times and the effect of eating between meals.
9. To know the effect of tea and coffee.
10. To know how to eat properly.
11. To know the emotional routine habits which help to maintain good digestion.
12. To know the nature of the digestive process.
13. To know the general function of the stomach and intestines.
14. To know the importance of water to the body.
15. To know how to prevent and correct constipation.
16. To know why cathartics should be avoided.
17. To know that the health of the skin can be controlled largely by proper diet, by drinking plenty of water, and by cleanliness.
18. To know the effects of warm and cold baths.

19. To know how infections and skin diseases are spread.
20. To know the value of stimulating the scalp by massage.
21. To know how to treat pediculosis.
22. To know the difference between the first and second teeth and when the second teeth appear.
23. To know how diet contributes to good teeth.
24. To know how to brush the teeth and why they should be brushed.
25. To know why tight clothing is harmful.
26. To know what constitutes proper clothing and its care.
27. To know the effects of too much clothing.
28. To know the general function and care of the ears.
29. To know how to care for the eyes in order to prevent eye strain.
30. To know how the eye is constituted and how it functions.
31. To know how the body reacts to different temperatures and how it keeps the same temperature.
32. To know the value of sunshine.
33. To know the facts about patent medicines.
34. To know the injurious effects of alcohol and tobacco.

35. To know the relation between a healthy mind and a healthy body.
36. To know why good posture is desirable.
37. To know how to keep the feet in good health.
38. To know the proper kind of shoe.
39. To know why exercise contributes to health and growth.
40. To know the value of varied or all-around exercise.
41. To know why out-of-door play is better recreation than the movies.
42. To know other values of games as well as the health value.
43. To know the similarity between relaxation and sleep.
44. To know the effects of too little sleep and the effects of sufficient sleep and rest.
45. To know some of the causes of sleeplessness.
46. To know how to sleep.
47. To know that night air is healthful.
48. To know that rest periods help underweight children to gain.

The objectives listed under I for grade five are the same as those given under grade four.

### *Grade Six*

The objectives listed above for grade four under A, B, C, D, E, and F are identical with those for grade six.

G. The specific health-habit objectives include those listed above for grades four and five and the following additional ones.

## OBJECTIVES

## ACTIVITIES

*Growth and Health*

1. To live within one's own physical limitations.

*Food and Habits*

2. To refrain from eating an excess of food.
3. To limit the amount of protein in the diet.
4. To avoid eating when hurried or excited.
5. To avoid drinking ice water or to drink only small portions of it.
6. To refrain from using soft drinks, except at meals, and then rarely.
7. To protect food from dust, flies, and rodents.
8. To handle and store fresh and prepared food properly.

*Elimination of body waste*

9. To take sufficient water to aid digestion and elimination.
10. To take sufficient active exercise every day to aid elimination.
11. To avoid the abuse of cathartics.

*Skin*

12. To take a cleansing bath at least twice a week, preferably daily.

*Hands*

13. To wash hands before eating or handling food.
14. To keep nails short and clean.
15. To refrain from biting nails or picking hangnails.

## OBJECTIVES

## ACTIVITIES

- |  |  |
|--|--|
|  | 16. To keep one's hands clean when giving first aid.                                   |
|  | 17. To use one's own manicure articles.  |
| <i>Hair</i>                                | 18. To prevent dandruff.   |
| <i>Fresh Air, Ventilation and Sunshine</i> | 19. To avoid breathing dry, dusty air.   |
|  | 20. To avoid breathing fumes.  |
|  | 21. To get abundant sunshine into the home.  |
|  | 22. To choose outdoor recreation when possible.  |
| <i>Disease</i>                             | 23. To obey quarantine regulations.  |
|  | 24. To submit to vaccination against smallpox, typhoid fever, and diphtheria.          |
|  | 25. To practice those health habits which will protect against tuberculosis infection. |
| <i>Sanitation</i>                          | 26. To maintain sanitary conditions of kitchen, bath, and bedroom.                     |
|  | 27. To help to prevent the breeding of flies and mosquitoes.                           |
| <i>Sleep and Rest</i>                      | 28. To avoid intense mental activity or excitement just before retiring.               |
|  | 29. To confine parties to one week-end night.  |
| <i>Clothing</i>                            | 30. To choose clothing of suitable size and style, suspended from the shoulders.       |
|  | 31. To wear underclothing suitable to the climate and the season.                      |
| <i>Eyes</i>                                | 32. To wear dark glasses when glare is unavoidable.                                    |

## OBJECTIVES

## ACTIVITIES

- 33. To avoid excess of fine work.
- 34. To avoid reading fine print, blurred letters, etc.
- 35. To have a periodic examination of one's eyes.
- 36. To bathe the eyes when they are sore or tired.

*Ears*

- 37. To refrain from shouting into or pulling other people's ears.

## H. Health-knowledge objectives:

- 1. To reorganize health practices as related to health and growth, not as ends in themselves.
- 2. To know what cleanliness really is:
  - To know the difference between living dirt and non-living soil.
  - To know the nature of mold.
  - To know why food molds.
  - To know where mold grows.
  - To know the uses of mold.
  - To know the nature of bacteria.
  - To know some of the things bacteria do.
  - To know the discovery that yeast and bacteria cause dissolved sugar to ferment.
  - To know that bacteria cause the spoiling of foods and liquids.
  - To know of the discovery that a disease of silk worms is caused by a certain kind of bacteria.

3. To know why cleanliness helps to prevent tooth decay.

To know the general structure of a tooth.

To know the nature of tooth decay.

To know how tooth decay is prevented.

4. To know in simple terms the principles of body structure and how the body keeps in working order.

To know that the cells are supplied with food by the circulatory system.

To know that the blood picks up air from the lungs and carries it to different parts of the body.

To know what the kidneys do.

To know the importance of water to the body.

5. To know the work of the digestive tract and the facts of internal cleanliness.

To know that starch digestion begins in the mouth.

To know the structure and work of the stomach.

To know the general structure and work of the intestines.

To know what is meant by the absorption of digested food material from the intestines.

To know the habits which aid digestion.

To know that there are harmless bacteria in the digestive tract.



To know what happens when constipation exists.

To know what happens when harmful bacteria get into the digestive tract.

To know how to keep the digestive tract clean.

6. To know the structure of the skin and the principles of cleanliness as applied to it.

To know the general structure of the skin.

To know what a clean skin really means and how to keep it clean.

To know how to keep the hands clean.

To know how to care for the complexion.

To know the effects of warm and cold baths upon the skin.

To know how to take care of injuries of the skin.

7. To know the relation between cleanliness and care of the breathing structures and common cold.

To know the general structure and work of the breathing passages and lungs.

To know what "catching cold" really is.

To know what happens to the breathing passages during a cold.

To know how to avoid colds.

To know how to take care of and break up a cold.

To know how to protect others when you have a cold.

8. To know the importance of cleanliness and of other factors in preventing disease.

To know the relationship between cleanliness and tuberculosis and what the latter really is.

To know how the body overcomes tuberculosis.

To know the general process of disease prevention.

To know the facts about vaccination against smallpox.

To know about protection against diphtheria and some other diseases.

9. To know the principles of sanitation.

To know some of our animal friends and enemies.

To know how rats and mice may be kept away from the home.

To know that certain kinds of mosquitoes spread yellow fever and malaria.

To know the life history of mosquitoes and how to get rid of them.

To know how house flies transgress the laws of cleanliness.

To know how the breeding of flies may be prevented.

To know how to care for food in the home.

To know how to care for milk.

To know why milk sanitation is necessary.

To know something of the nature of the common processes of food preservation.

To know how to maintain household cleanliness.

To know how to keep dishes clean.

To know how to care for the kitchen, refrigerator, and pantry.

To know the proper method of washing, cleaning, and dusting.

10. To know the effects of harmful substances.

To know the injurious effects of alcohol and tobacco.

- I. The objectives for this section are the same as those listed above for the fourth grade.

Teachers who desire to have access to more detailed standards of health habits, attitudes, and knowledge as a basis for the course of study in health education should refer to *Health Behavior*, by Wood and Lerrigo, published by the Public School Publishing Company, 1927, Bloomington, Illinois.

## CHAPTER XII

### THE SUPERVISED PLAYGROUND

In American public education we have long recognized the necessity for school playgrounds. The amount and quality of the space provided have not always been all that could be desired, but on the whole we have done very well, especially as compared with many of the European countries, in providing play space. This, to be sure, has been due very largely to the fact that we have been less crowded for space than our neighbors in Europe. We have been quite slow, however, in recognizing the necessity for supervised play. To the extent that this factor has been recognized, we are indebted largely to recreation associations for its recognition. It is true today that community playgrounds and summer playgrounds are frequently much better supervised than are public elementary-school playgrounds.

**Recent neglect of elementary education**—This situation has come about because of a number of conditions. Fundamentally, it is due to our general neglect of elementary education. Our major emphasis in this country during the past twenty-five or thirty years has been upon secondary education. During the latter part of this period the secondary school has reached

down into what were formerly the upper grades of the elementary school and has elevated the seventh and eighth grades to a position in the educational sun. We seem to be entering a period in which this emphasis will shift upward, with the development of junior colleges and with tremendous expansion of collegiate education. These movements are all very well, and have undoubtedly resulted in great good, but their effects have been most disastrous upon elementary education. Without a doubt, the greatest undeveloped field in American education today, and the one most in need of development, is the field of the intermediate grades.

**Health-education problems arising from neglect.—**

As a result of the tendency referred to above, playground supervision and physical education in elementary schools have suffered along with all other aspects of elementary education. Our practice has generally been to provide a playground, usually an inferior one, never a commodious field such as a secondary school might have, and a minimum of equipment, and to expect the elementary classroom teachers to supply practically all of the supervision. Add to this condition the fact that in our whole educational system the elementary teachers are the worst trained, the worst paid, and the hardest worked, and it is not surprising that playground supervision on this level has been neglected.

In attempting to suggest a solution, one is at once impressed with the complexity of the problem. No simple solution will suffice. First of all, we must

recognize the tremendous importance and the present impoverished condition of elementary education. We must see that the teacher who instructs young children has the same need for thorough training, mature judgment, and teaching skill as has the teacher of older children. We must recognize the need for adequate equipment and materials for elementary education. We must recognize that education on any level can be no less important than education on any other level. When these principles have been recognized in American education we shall have gone a long way toward correcting specific glaring defects such as our present inadequate program for supervision of elementary-school playgrounds.

**The importance of supervised play.**—We have never accorded to supervised play in our elementary-school programs the position which its importance demands. The reason for this fact is that supervised play has not been given an opportunity to justify itself because of lack of money and personnel for the elementary program.

That directed play deserves an important place in our educational programs there can be little doubt. Unsupervised play by large groups, while not entirely without value from an educational standpoint, is accompanied by too many physical, moral, and social hazards to justify its existence. There is, of course, the possibility of too much supervision of children's play, or rather, perhaps, supervision of the wrong sort. One of the objectives of the playground supervisor should be to give children such training as will enable them

properly to handle many playground problems themselves. This is only another way of stating that children should learn to be good citizens and to be self-reliant on the playground.

**Full-time use of playgrounds.**—School playgrounds are, too frequently, like other parts of our public-school plants, not used enough of the time. In many elementary schools the playground is open to children for short periods in the day only. This is due to the fact that usually no one is employed for playground supervision, and that teachers are unable to devote a large share of their time to playground supervision. There should be play periods of sufficient length in the school program to give children an opportunity for real, organized play. This calls for one play period of from twenty to thirty minutes for each grade in both forenoon and afternoon. Where the play space is small the recess schedule should be so arranged that not too many grades will be on the playground at one time.

In addition to these play periods during the school day, provision should be made for after-school use of elementary school playgrounds. Supervised play should be provided for at least one hour daily after the close of the afternoon session of school. It is during such play periods that some of the most effective playground work can be done. Furthermore, it is during this part of the day that children in the majority of communities are most in need of opportunities for safe, wholesome play. Very few children today have chores to perform after school. The result is that during the period between the close of the afternoon session of



school and the time for the evening meal many children play in the streets or congregate in out-of-the-way places, thus providing an excellent opportunity for the formation of unsocial and dangerous habits. It is probably not stating the case too strongly to say that this period in the day is, in many communities, the most hazardous period for the majority of children between the ages of eight and fourteen years.

**The proper supervision of play.**—One of the problems connected with playground supervision, concerning which there are striking differences of opinion, is that of the duties of the classroom elementary teacher in connection with playground supervision. When we accept the idea that properly supervised play has an educational value equal in importance to other subjects in the elementary-school curriculum, we must also accept the idea that the classroom teacher has important duties and responsibilities in connection with the play program. Many teachers are unable to see why they should spend a portion of their time supervising the play of children under their charge. This is due to the fact that they have not been trained in playground supervision, and are consequently unable properly to evaluate the importance of that work, much less to do effective playground supervision.

The supervision of a playground involves the use of the same principles of pedagogy as are employed in any other teaching. The activities of the playground should be as thoroughly organized as the regular work of the classroom, although on a much less formal basis. Contrary to the opinion which many teachers hold on

the subject, successful playground supervision cannot proceed on a hit-or-miss basis, depending upon the inspiration of the moment for guidance. Great care must be used in the selection of the proper activity for the individuals taking part in the play. Consideration must be given to physical strength, physiological age, chronological age, sex, weather, available space, time allotted, and equipment.

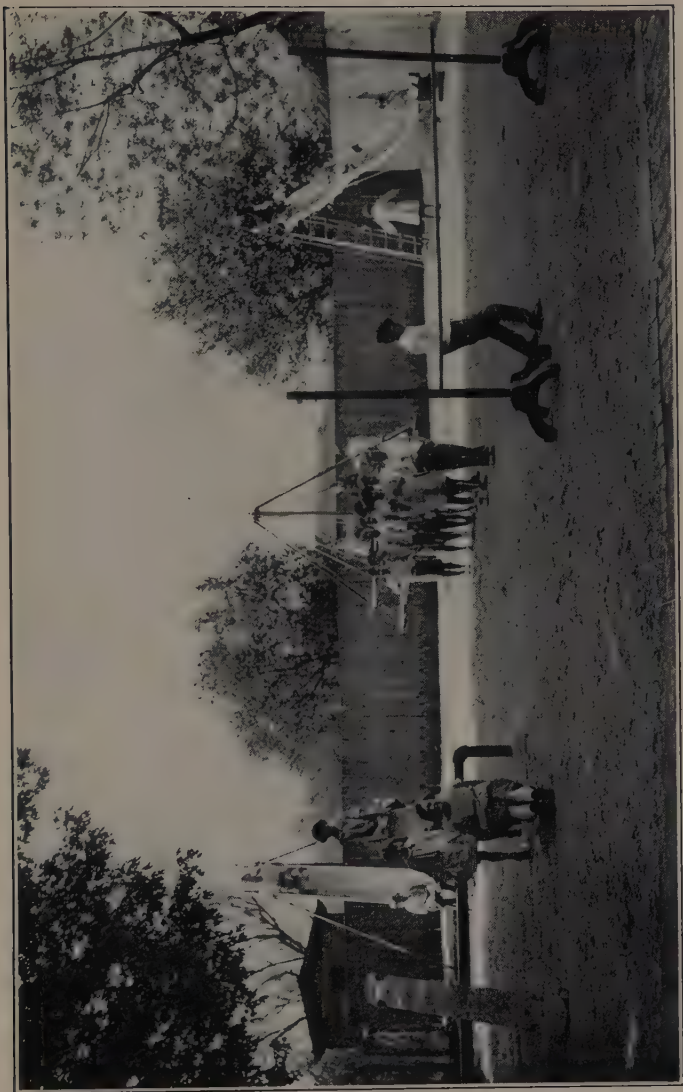
It seems that it should be evident, not only that teachers have an important responsibility in connection with playground supervision, but also that they must be properly trained for this work, just as they are trained for their classroom teaching duties. When classroom teachers accept this responsibility, and recognize that properly supervised play has educational value worthy of their best teaching efforts, they will discover many important interrelationships between the classroom and the playground.

A sound principle of playground supervision is that a game should be taught before it is attempted to have it played. Furthermore, children do not enjoy having playtime used for the teaching of a game. Consequently it is frequently true that the best time and place for the teaching of a game is in the classroom, just before the play period. Another of these interrelationships which the well-trained teacher will employ is that of relating the health program to the play program. The child who is underweight should have different activities than should the child who is overweight. Many of the health habits, such as that relating to good posture, should find practical application on the play-

ground. In general it is true that the play program should serve as a strong motivating element in the health instruction. Still another important interrelationship between the work of the playground and that of the classroom is in connection with citizenship instruction. Ideals of kindness, courtesy, consideration for young children, good manners, pure speech, and good sportsmanship are taught in the classroom in the hope that they will characterize the behavior of children outside of the classroom. The supervised playground is an ideal laboratory in which to secure the practice of these ideals in a real situation.

The classroom teacher, then, should be trained in playground supervision, and she should consider her playground duties to be fully as important as her classroom duties. She should be willing to devote a portion of her time, perhaps one evening each week, to the supervision of the after-school playground.

**The need of a playground director.**—With so much responsibility upon the shoulders of the classroom teacher, one may well ask: Is there a need for a playground director? In the opinion of the writers, there is an urgent need in every school system for the employment of an individual who is well trained in health and physical education, who will be charged with responsibility for the school program in health and physical education. In small school systems, under county supervision, there should be county directors, or supervisors, for this work. One of the most urgent present needs for such an individual is in connection with the in-service training of teachers in health and



A WELL-ORGANIZED SMALL PLAYGROUND



physical education. He should also be responsible for the selection of playgrounds and equipment, and the proper placement of the equipment. He should be responsible for the development of courses of study in health and physical education, and for the supervision of this work in the school system.

## CHAPTER XIII

### PLAYGROUNDS AND EQUIPMENT

One of the first essentials in planning the activity program is the provision for play facilities. The building program of every new school should include plans for a well-equipped playground. It is too often the case that in building new school plants all of the money is spent on the construction and equipment of the building proper, with no provision made for playground facilities.

**Size of playgrounds.**—The size, surface, drainage, and equipment of the playground are problems which must be carefully studied. The size of the playground depends upon the available space, number of children, ages, groups, etc. The recommended amount of space varies according to different authorities. In England, the Committee of Council on Education has suggested thirty square feet for each child as the minimum. The Playground and Recreation Association of America estimates that one hundred forty square feet for each child is the correct amount of space when larger children are to be accommodated. The Strayer-Engelhardt Standards for Elementary School Buildings<sup>1</sup> state that

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<sup>1</sup>STRAYER AND ENGELHARDT.—*Standards for Elementary School Buildings* (Bureau of Publication, Teachers College, Columbia University).



"The playground, exclusive of lawns and gardens, should provide a minimum of one hundred square feet per child." The age of the children has much to do with determining the amount of space needed. For young children less space is needed than for older children, because their games do not call for the larger areas needed for the games of the older children. For a typical elementary school of the first six grades the proper amount of playground space which should be provided is probably between one hundred and one hundred forty square feet per child.

If sufficient play space is not available, administrative devices must be used to distribute the children. This can be done by grouping them according to age, size, sex, or grades; depending on the form of the local organization.

**Surface and drainage of playgrounds.**—The problem of surfacing and drainage is of vast importance if the playground is to be used to the fullest extent. Much of the success of the activity program depends upon the character of the playground surface. The surface should be well drained, reasonably level, not too hard under foot, and not abrasive. The ground should not be muddy or dirty under foot nor should the children be subjected to scratches every time they fall.

Proper drainage is very important in the construction of a playground. There are several well-known types of drainage used. If the location is on a low piece of ground, it may be advantageous to have the ground slope toward the center. The drainage can then be handled by a large catch basin. This type of play-

ground is easily flooded in winter for skating. Another type is one having the high point in the center so that the water will run toward the sides. After the type of drainage is decided upon, then comes the problem of proper surface.

Grass makes the most desirable surface for younger children but it is frequently impracticable. Grass surface is not suitable for most of the games played by older children. One of the best surfaces is that used in many of the Philadelphia playgrounds. The soil is excavated to a depth of about ten inches. This is filled with seven inches of coarse cinders, dampened and rolled with a steam roller. Then three inches of fine stone dust. This is then sprinkled with a glutrin mixture, about one-half gallon to the square yard is used, and this acts as a binder.

One of the most common types of surface is that of sandy loam. The sandy loam makes a very good surface. The percentage of sand should be about fifteen to twenty-five per cent. This loam must be sprinkled during the dry spells or it will become dusty. The Chicago Park Playgrounds use a fine round gravel mixed with a sandy loam. The ground is prepared in a manner similar to the method used in the Philadelphia playgrounds except that a layer of coarse stone is put on top of the cinders, making the drainage very good.

**Placing playground equipment.**—In equipping a school playground great care must be exercised in the placement of the material. The equipment for the young children should be so located that they will not be interfered with by the older children. As a rule

a part of the playground is set off for the younger children. The apparatus used by the older children will then be erected in their part of the playground.

As far as possible the equipment should be placed around the edges and in the corners of the playground. This will save the large areas for the games which require large spaces. The apparatus should also be grouped according to the ages of the children using it. For instance, the sand box and low teeters should be put in the place to be used by the smallest children. Swings, slides, high teeters in another space, etc. In this way valuable space will be conserved and the safety of the children assured. It is also important that the apparatus be arranged in such a way that the supervisor may direct the playground efficiently.

The ideal playground should be surrounded with trees, which serve to provide shade as well as to beautify the grounds. Adequate shade is especially necessary for that part of the playground used by the younger children.

**The playground fence.**—There are arguments about the relative value of a fence around the playground. Some argue that the value of the fence does not justify the expenditure of a large amount of money for it. Others argue that the advantages derived from the fence are so great as to justify such expenditure. It is true that a fence will add to the protection of both children and apparatus. A playground with a fence around it will keep the younger children from running into the street. A playground contains apparatus of considerable value and a fence will help protect it from the row-

dies of the neighborhood. In this way a fence should pay for itself in a short period of time.

**School-made equipment.**—In equipping a playground it is not necessary to erect a large amount of expensive apparatus. The natural play program calls for very little equipment. Much of the equipment needed can be made by students in high-school manual training classes at a great saving in cost. With this idea in mind we are offering some suggestions for the making of a minimum amount of playground equipment. The following apparatus is suggested:

Sand box  
Swings  
Teeters  
Giant stride  
Horizontal bar  
Jumping standards

**Sand box.**—The desire to play in the sand is universal, and for little children, the sand box or sand table is the piece of playground apparatus that brings the largest returns. But place it out of the way of stray balls and similar dangers.

A good size for the box is 5 feet by 10 feet. First remove the sod from an area of those dimensions, and if the natural drainage is poor, replace the top layer of soil with gravel. Procure two boards fifteen feet long and eight inches wide, a few nails, and a joist, two by four inches, and eight feet long. Saw the joist into pieces two feet long, sharpen the ends, and drive them into the ground sixteen inches at the points that are

to be the corners of the box. From each board cut a piece five feet long for the ends of the box. Nail the boards to the corner posts so as to form the sides and ends: and if you wish, level the tops.

The apparatus is complete when you have hauled in a load of sand, preferably of the grade known to dealers as "fine beach." Be sure it is free from earth. It should be changed at the first suggestion of foulness. To keep out stray cats and dogs, it is well to place a woven-wire fence four feet high about the box.

To make a sand table, construct one or more boxes, eight inches deep, of any desired size, preferably not over three by six feet. Build a strong table to support the boxes, about twelve inches above the ground.

**Swing.**—Ordinarily, a branch of a tree, a rope, and a board are all that is needed to make a swing; but when the tree is not conveniently present, make a strong simple frame of two posts set in concrete and a crossbar at the top. If you tie the rope to the crossbar, or to hooks placed in it, the rope will soon wear through. A better way is to place eye-bolts, two to three feet apart, in the cross-piece. Into the eyes insert a two-inch galvanized iron pipe, with holes drilled two inches from each end; place oxbow pins in the holes to hold the pipe in place, and tie the rope to the pipe.

**Horizontal bar.**—For the bar itself a galvanized iron pipe, carefully sand-papered, two inches in diameter and six feet long, will serve as well as the more expensive and less durable wood. Two inches from the end of the pipe drill holes five eighths of an inch in diameter. For the supports, use posts four inches square and nine

or ten feet long. Six inches from one end of each, exactly in the center, bore a hole two inches in diameter. To intersect this hole at the center at right angles, bore another one quarter of an inch in diameter.

Set the uprights in concrete. Dig holes for them three feet deep, six inches or more square. In a tub, or some other convenient receptacle, mix one shovelful of Portland cement, two shovelfuls of sand, and four of coarse gravel or small stones, with enough water to make a watery mud pie. When the cement has been thoroughly mixed, pour a little of it into the bottom of the hole, then put in the upright and pour the rest of the cement around it. See that the upright stands plumb and leave it undisturbed for forty-eight hours, by which time the cement will have hardened.

In placing the other upright, remember that the horizontal bar must not belie its name. Probably you will have to experiment several times with the depth of the foundation layer of concrete before you fix the upright at just the right height above the ground to make the bar horizontal. Place the post with the large hole pointing toward the other post. Pour the concrete as before. When it has hardened for forty-eight hours, put the bar in place through the holes, and bolt it there with quarter-inch carriage bolts. You can set both posts and the bar the same day; but the slower method described above will give better results.

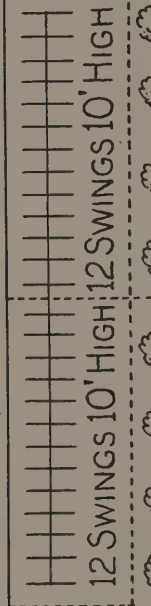
If you wish a removable crossbar, use a pipe six feet six inches long, and arrange the fastening as directed in the description of the teeter, which follows. With the bar removed, the uprights can be used as a jumping







TEETER  
LADDER  
TRAVELLING  
RINGS  
SLIDING  
POLES  
HORIZONTAL  
BAR

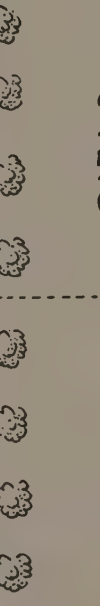


TRAVELLING  
LADDER  
TRAVELLING  
RINGS  
SLIDING  
POLE  
HORIZONTAL  
BAR

VOLLEY BALL  
COURT

BASKET BALL  
COURT

# BOYS



VOLLEY BALL  
COURT

BASKET BALL  
COURT

# GIRLS

Giant  
Stride

Parallel Bars  
Horses  
Slide 24 ft.

Giant  
Stride

Slide 24 ft.  
Slide 16 ft.

JUMPING PIT



HEDGE



SMALL CHILDREN

TEETERS

SWIN

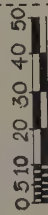


DRINKING FOUNTAIN



JUNGLE GYM

SAND BOX



SCALE IN FEET

ELEMENTARY SCHOOL

A SCHOOL PLAYGROUND



standard. To hold the string or stick over which the contestant jumps, drive three-inch nails one inch into the side of the uprights. Always jump from the side of the uprights opposite to that in which the nails are placed.

An adjustable bar can be arranged by piercing the uprights with as many holes as you want, and fastening the bar in place as directed in the description of the teeter.

See that the children who use the bar have a soft place on which to land. Sand will save injuries and prevent mud puddles from forming.

**Teeter.**—A board over a fence or a rock is a teeter, but a better one can easily be made. For the uprights, get two pieces of five-by-five inch joists five and one-half feet long. Four inches from one end of each piece bore a two-inch hole. Have ready a piece of two-inch galvanized iron pipe, two feet long, with cap on one end, and a three-eighths inch hole drilled two inches from the other for an oxbow pin. You can use another bow pin instead of a cap, or you can substitute carriage bolts for both, or drill holes through pipe and wood, and bolt the pipe in place, as you do the horizontal bar; but the first suggestion is the simplest, since it permits the easy removal of the pipe.

Dig holes, with their center eighteen inches apart, three feet deep, six inches square. Set first one upright, then the bar, then the other upright, as directed for the horizontal bar. Be sure to allow the concrete sufficient time to harden.

The plank should be fourteen feet long, two inches thick, and ten inches wide; to keep it in place upon the

pipe, bolt to it, on under side, two crosspieces of hard wood, each two inches square and ten inches long.

The teeter is so popular and so liable to abuse that the plank should generally be taken in every night, and the bar removed when the playground is to be closed officially for more than a few days.

**Giant stride.**—The basis for a cheaply and easily constructed giant stride is an old wagon wheel and a pole eighteen feet long and five inches in diameter at the small end. In almost any village the wheel can be had for the asking, and the pole probably can be cut in the woods.

If you use a wheel with a wooden axle stub, remove the axle from the skein, which is the tapering metal sleeve surrounding a wooden axle spindle to protect it from wear. Shape the top of the pole to fit into the axle skein, and fasten the skein securely in place.

If you use a wheel with a metal axle, cut off the axle about a foot from the hub, and sharpen it to a point. Here is where you may have to call upon the blacksmith. Into the middle of the small end of the pole bore a two-inch hole about six inches, and drive the axle into it. Cut off the spokes four inches from the hub.

If the blacksmith is helping you, have him shrink an iron collar on the end of the pole to keep it from splitting. It is well to use an all-metal wheel and axle.

Cut sixty feet of one-inch Manila rope into four equal pieces. With copper wire, or by splicing, attach the ropes to the hub. Knot them at the bottom, and about every two feet for the lower eight feet. After they have hung in the sun and rain until they have

stretched as much as they will, apply a thin solution of pine tar to preserve them.

Set the pole in concrete, four feet in the ground. At that height the lower knot of the rope should clear the ground by about two feet. It is well to place a tin or other waterproof cover over the hub, if it is exposed. The entire wheel may be used, and the ropes tied to the felly; the result is a lengthened flying stride, but an increase in danger.

**Jumping standards.**—Take two pieces of two-by-two lumber, six feet long. Nail a short plank to one end of each piece in order to hold it in an upright position. Beginning at a height of two feet from the ground drive nails into uprights at intervals of one inch. Use a straight fish pole as a crossbar to be placed on the nails at height desired. Paint a scale in inches opposite the nails.

**Other equipment.**—It is, of course, desirable to have more than the minimum apparatus specified above. Schools which are able to purchase playground equipment should have, in addition to that mentioned above, the following:

- Slides
- Teeter ladders
- Parallel bars
- Traveling rings
- Swinging rings
- Merry-go-round
- Balance board
- Sliding pole
- Vaulting horses
- Jungle gym

The diagram opposite page 158 shows a good arrangement of equipment and playing space on an elementary-school playground. The playground is three hundred feet square. Such a playground would provide ample play space for from five hundred to nine hundred school children.

**Playground supplies.**—In addition to the playground equipment indicated above every elementary school should have an adequate amount of playground supplies with proper storage provisions. The list which follows shows the kinds and amount needed for an elementary school of six hundred children:

Bounce balls .....	7
Volley balls .....	4
Basket balls .....	8
12" playground balls .....	6
Playground bats .....	6
Indoor bases, set of 3 .....	1
Volley ball nets .....	2
Fish-pole cross bars .....	6
Indian clubs .....	24
Bean bags .....	6
Paper cambric for numbering teams ...	5 yds.
50' tapes .....	2
Stop watch .....	1
Dry line marker .....	1
Inflator .....	1
Whistles .....	2

Many communities have great difficulty in providing and equipping school playgrounds. Parent-teacher



associations can usually be interested in the project either of equipping or beautifying the playground. Civic organizations, such as Rotary or Kiwanis clubs, may also be interested in such projects, provided the school authorities are willing to make the playground available for community use as well as for school use.

It is not generally known that certain foundations are willing to assist communities and boards of education in providing playgrounds. One of these foundations is the Harmon Foundation, Division of Playgrounds, located at 140 Nassau Street, New York City. School officials who are interested in securing playfields for their communities should correspond with the Harmon Foundation.

## CHAPTER XIV

### TYPES OF ACTIVITIES

The activities program which we are suggesting in this book is made up from several definite groups of activities. We have classified these types of activities in order to assist the teacher in making up her program. For example, if she desires a stunt, a story play, and a relay race for a certain grade it will facilitate matters for her if they are grouped under these classifications.

We are offering in this chapter a brief description of each type of activity except athletics and informal calisthenics. Descriptions of the activities classified under athletics and informal calisthenics are given in separate chapters as these activities are generally appropriate to several grades. Detailed descriptions of the other activities of the various types will be found in the chapters dealing with the activities for each grade.

We have classified activities under the following heads:

1. Athletics
2. Circle or group games
3. Goal games

4. Informal calisthenics
5. Relay races
6. Singing games and folk dances
7. Story plays
8. Stunts
9. Tag games

**Circle or group games.**—By circle or group games we mean those games in which the players are divided into groups or circles. Games of this type appeal to children of all ages in the elementary school. Great care should be exercised to the end that the groups shall not be too large. This is necessary in order that each child may not have to be inactive during too much of the period. Where there is a large number of children, there should be several groups with a leader for each group. Where it is inadvisable to have more than one group, as in the case of very young children, where competent leaders are not available, the same purpose may be served by having several children who are runners and chasers, or who are "It," according to the type of game.

One of the important advantages of circle or group games is that there is a possibility for many children to participate in one game with each child securing a maximum of participation in the game. An indication that the groups are too large is almost invariably to be found in a lack of interest on the part of the players, arising from the infrequency with which each player gets an opportunity to take part in the game.

The following is a list of the circle or group games

which have been described in chapters XVII to XXII inclusive, dealing with activities in the various grades:

*First Grade*

Drop the Handkerchief  
Good Morning  
Hide the Thimble  
I Say Stoop  
Jack Be Nimble  
Jumping the Brook  
Visiting Game

*Second Grade*

Blindman  
Changing Seats  
Follow the Fairy  
Jack in the Box  
Little Ball Pass Around  
Old Grady  
Passing Race  
Squirrel in Nest  
The Serpentine Maze  
Witch in the Jar

*Third Grade*

Circle Bow  
Corner Spry  
Ditch Pull  
Games That Jack Plays  
Grunt  
Hide the Ball  
Jack in the Box  
Mail Man



A CIRCLE GAME BY SIXTH-GRADE CHILDREN

Stand Ball  
Three Deep  
Upset the Fruit Basket

*Sixth Grade*

Cushion Dance  
Dodge Ball  
French Ball  
Indian Club Game  
Jump the Shot  
Overtake Ball  
Tug of War  
Whip the Runner

**Goal games.**—There are many varieties of goal games. Many of our most popular team games are goal games, but under this heading we are including only those which do not require team organization. There are some goal games in which only two players are active at the same time. There are others in which all of the players are active. We have also included the hiding games in which one player is "It." These games are generally most popular in grades 3 to 6, inclusive.

The goal games which are described in chapters XVII to XXII, inclusive, are listed below:

*Third Grade*

Animal  
Brownies and Fairies  
Pussy in the Corner

*Fourth Grade*

Animal Chase

Dare Base

Red Light

*Fifth Grade*

Center Base

Day and Night

Midnight

Prisoner's Base

*Sixth Grade*

Black Tom

Corner Ball

Every Man in His Own Den

Suspense

**Relay races.**—The most practicable form of relay races, where a circular track is not available, is to have all start from a given line and run to a point about 50 yards away and return. With small children a shorter distance may be desirable. All teams line up back to the starting line, each team in file formation, with the first runner from each team on the starting line. The first runner on each team shall carry a stick, and run to a given point and return, handing the stick to the next runner on his team. This continues until all have run. See Diagram A.

Another form of relay race is the straight-away relay race. For the elementary school a distance of 440 yards for an eight-man team is about the proper distance. This makes it necessary for each individual to run only fifty-five yards. See Diagram B.



A shuttle relay is also a good race for elementary school children and does not require much space. For a shuttle relay, two parallel lines are drawn from 25 to 100 yards apart. The race is started and finished on the same line. Teams may be lettered A, B, C, D, etc. Each team is divided into two equal groups. The members of each team are equal in number. The odd numbers are on the starting and finishing line, and even numbers on the other line. At the start-

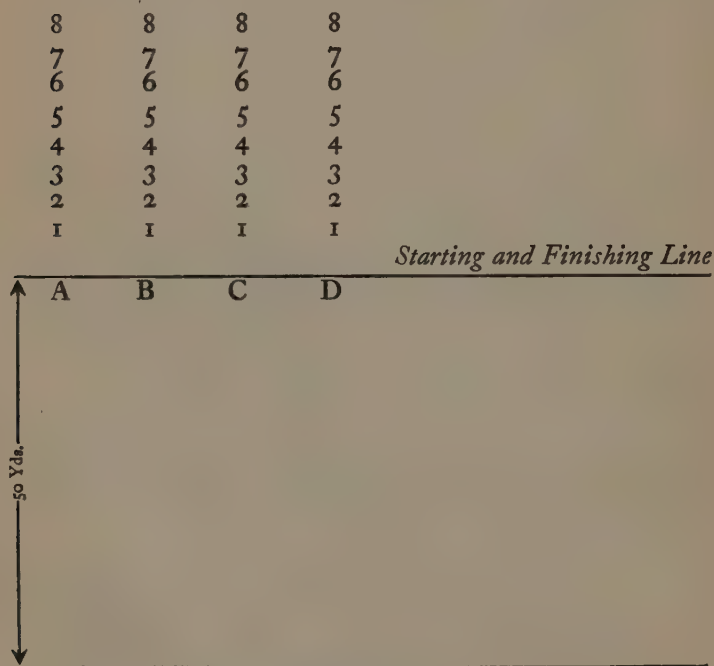


DIAGRAM A

ing signal, numbers one start and touch numbers two of their own team, numbers two touch numbers three, etc. See Diagram C.

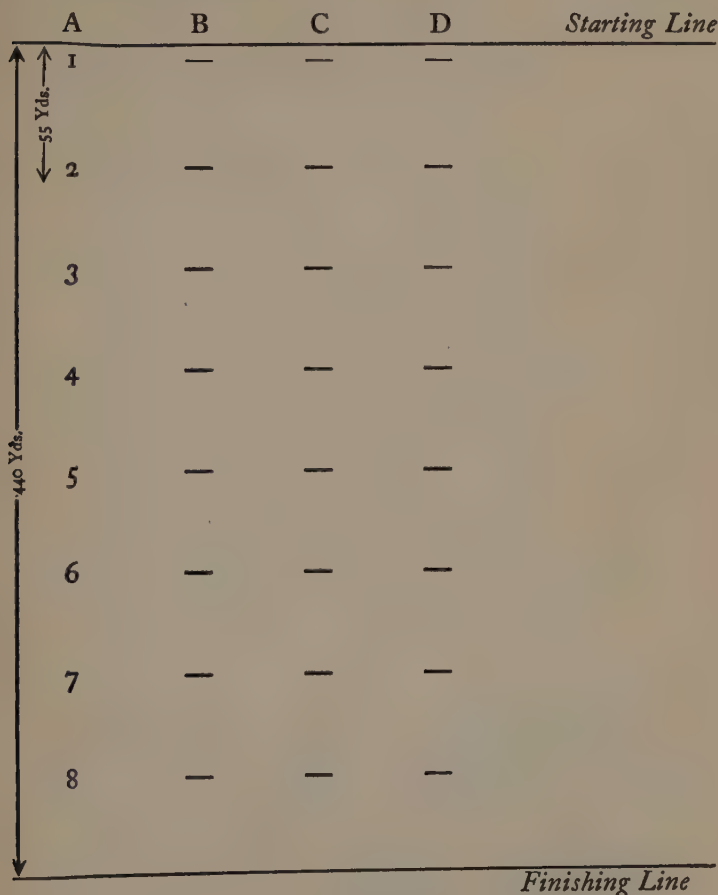


DIAGRAM B

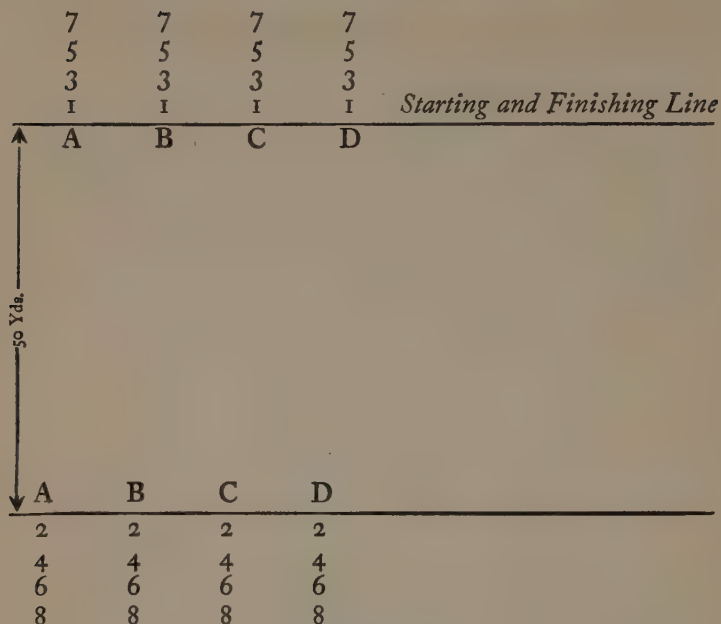


DIAGRAM C

The following relay races are described in chapters XVII to XXII, inclusive:

*Third Grade*

- Automobile Relay
- Bean Bag Relay
- Basket Ball Pass
- Book Relay
- Flag Race
- Scarf Relay
- Walk and Run Relay

*Fourth Grade*

All up Relay  
Ball Roll Relay  
Hoop Relay  
Line Ball  
Straight Run Relay  
Three Indian Club Race

*Fifth Grade*

Bean Bag Relay  
Blackboard Relay  
Crab Relay  
Forward Sprint Relay  
Hopping Relay  
Over and Under Relay  
Zigzag

*Sixth Grade*

Backward and Forward Relay  
Basket Ball Relay  
Broad Jump Relay  
Hop, Step, and Jump Relay  
Indian Club Relay  
Obstacle Relay  
Stick Relay

**Singing games and folk dances.**—Singing games, or rhythmic plays and games, are among the most interesting of all activities for young children. They provide joyous activity, train in coördination, give exercise, and provide recreation. This type of activity can be carried on successfully either on the playground or in the classroom.

Folk dances require greater coördination for successful execution than do singing games. For that reason singing games should be played chiefly in the primary grades, and folk dances in the intermediate grades of the elementary school. Folk dances, like the singing games, may be executed either on the playground or indoors. The enjoyment of both of these activities will be much greater if accompaniment by piano or victrola is provided. In teaching folk dances, the teacher should remember that the purpose of the activity is to provide joyous recreation, and that too great emphasis upon technique will defeat this purpose.

The following singing games and folk dances are presented in chapters XVII to XXII, inclusive:

### *First Grade*

Looby Loo  
London Bridge  
Muffin Man  
Oats and Beans  
The Farmer in the Dell

### *Second Grade*

Did You Ever See a Lassie?  
Hippity Hop to the Barber Shop  
I See You  
Pease Porridge Hot

### *Third Grade*

Itiskit, Itasket  
Pop Goes the Weasel  
Round the Mulberry Bush  
Round and Round the Village



SHUTTLE RELAY





*Fourth Grade*

Ace of Diamonds  
Children's Polka  
Gustaf's Skoal  
The King of France

*Fifth Grade*

The Man in the Moon  
The Crested Hen  
Tantoli  
Virginia Reel

*Sixth Grade*

Highland Fling  
Irish Lilt  
Reap the Flax  
Sailor's Hornpipe

**Story plays.**—Story plays differ from dramatizations in that they scarcely ever reproduce a complete story, and that the emphasis is upon those aspects of the story which call for vigorous physical activity. Children should be familiar with the activities and situations involved in the story which is to be played in order that spontaneous play may result without the necessity for too great attention upon the details of the activities. For that reason it will be found to be true that some of the most successful story plays are those which are based upon the children's own experiences in the home and community, and through excursions or reading. Many story plays should be evolved by the children themselves. However, in order that the children may become accustomed to this type of dramatization, it will

be necessary for the teacher to take the initiative by presenting typical story plays.

The following story plays are presented in chapters XVII to XXII, inclusive:

*First Grade*

Automobile  
Birds Learning to Fly  
Building Bonfire  
Firemen  
Flower Play  
Playing Santa Claus  
Soldiers  
The Carpenter  
Trip to the Orchard  
Wind

*Second Grade*

Building a Fire in a Stove  
Circus  
Fishing  
Making a Garden  
Indian  
Ironing  
Picking Apples  
Picking Corn  
Playing in the Wind  
The Sailor

**Stunts.**—Stunts are activities by individuals or small groups which provide those participating with an opportunity to demonstrate particular skills or accomplishments. There are many advantages in this type of

activity. Very little is required in the way of equipment or organization. They are adaptable to all ages. Stunts are enjoyable in themselves and are the way in which children test themselves when together everywhere. The tendency of the normal child to show off, to demonstrate his ability, and to dare others to match it, finds its best application in this type of activity.

Some examples of stunts which are adapted to use in the activities program of the elementary school, and which are described in chapters XVII to XXII, inclusive, are:

#### *Fourth Grade*

- Arm Length Tag
- Chinese Get Up
- Crab Walk
- Finger Feat
- Frog Jump
- Foot and Knee
- Hand Push
- Head and Heels
- Jump Over
- Long Reach
- Palm Spring
- Pull Across
- Stump Walk
- Wicket Walk

#### *Fifth Grade*

- Ankle Throw
- Ball Kick
- Hand Balance
- Heel Knock

Indian Wrestle  
Jump Stick  
Knuckle Down  
Knee Deep  
Lifting Chair  
Mule Kick  
Pulling Sticks  
Rooster Fight  
Standing Toe Wrestle  
Turn Around  
Wheelbarrow

*Sixth Grade*

Bear Dance  
Body Reach  
Crane Dive  
Elbow Roll  
Eskimo Roll  
Elephant Walk  
Forward Fall  
Human Rocker  
Jump Foot  
Jumping Jack  
Jump Stick  
Neck Spring  
Skin the Snake  
Sack of Wheat  
Single Squat  
Tip Up  
Toe Jump  
Twister  
Through Stick

**Tag games.**—The most familiar type of play known to children is tag play. Children in the elementary school are interested in all types of running and chasing games. In order to help fulfill the child's need for this type of play a great variety of tag games have been developed.

The following tag games are presented in chapters XVII to XXII, inclusive:

*First Grade*

Cat and Mice  
Squirrel and Nut  
Toad

*Second Grade*

Bluebird  
Still Pond  
Turtle Tag

*Third Grade*

Cat and Rat  
Crows and Cranes  
Fisherman  
Freeze Out  
Last Man up  
Letting Out the Doves  
Slap Jack  
Tommy Fiddler's Ground  
The Farmer Is Coming

*Fourth Grade*

Bean Bag Tag  
Black and White  
Cross Tag  
Day and Night

Hill Dill, Come Over the Hill

Lame Fox and Geese

Stone

Still Pond

*Fifth Grade*

Couples Tag

Last Man

Partner Tag

Squat Tag

Streets and Alleys

Twelve O'clock

*Sixth Grade*

Balance Tag

Double Tag

Fox and Geese

Scotch and English

Stone

**Objectives for the teacher.**—Some points which the teacher should keep in mind in connection with the activities program are:

1. Encourage timid pupils to take dares and risks.
2. Do not make the timid pupils feel conspicuous.
3. See that the opportunities are equally distributed among all of the children.
4. Encourage each pupil to be alert.
5. Do not treat children as though they were made of glass. It will not hurt them to fall down occasionally.
6. Players should learn that to question or dispute the decision of judges or other officials is unsportsmanlike.

## CHAPTER XV

### ATHLETICS

Children usually begin to show an interest in athletic and team games in the upper grades of the elementary school. It is a recognized fact, however, that athletics, from the standpoint of competition with other schools, have no place in the elementary school program. Athletics of very simple organization do have a place in this program, if competition is confined to the intramural type. Team play is considered the highest form of organized play. It is essential, however, that the athletic program for the children of the elementary school be not too difficult for them.

It is not the business of the school to produce record-breakers or champions, but it is the school's business to give all of the children an opportunity to take part in athletic activities. The younger children are interested in short races, jumping, chinning, and some of the simple ball games. Children of the elementary school should not race for longer distances than one hundred yards. For children under twelve years of age there is very little difference in the accomplishment of boys and girls.

**Classification of pupils for fair competition.**—The problem of classification is an important one and one which has caused much argument during the last few years. We will all agree that it is impossible for a small boy of ten to compete individually against a large boy of eleven and stand any chance of winning. Several



good methods of classification have been devised. The age or grade classification is commonly used because of its convenience rather than because of its accuracy. In this method, children of the fifth grade, for instance, compete against those of the sixth grade. A second classification which is very popular in many schools is that of classifying the children according to weights. They may be grouped as follows: A, 60-80 lbs.; B, 80-100; C, 100-110; etc. A more satisfactory method is that of combining the age, height, and weight.

**Nash's classification.**—Such a scheme of classification has been worked out very carefully by Mr. Jay Nash in his *Organization and Administration of Playgrounds and Recreation*.<sup>1</sup> Mr. Nash's system follows:

NASH'S CLASSIFICATION

Exponent	Age Yrs. Mos.	Height Inches	Weight Pounds	Exponent	Sum of Exponents	Classes
1	Below 9-6	Below 50	Below 61	1		
2	9-6 9-11	50	61- 64	2		
3	10-0 10-5	51	65- 67	3		
4	10-6 10-11	52- 53	68- 70	4		
5	11-0 11-5	54	71- 75	5	Below 12	A
	11-6	55-	76-			

<sup>1</sup>NASH, JAY B.—*The Organization and Administration of Playgrounds and Recreation* (A. S. Barnes & Company, New York, 1927), p. 258.

NASH'S CLASSIFICATION—*Continued*

Expo- nent	Age Yrs. Mos.	Height Inches	Weight Pounds	Expo- nent	Sum of Expo- nents	Classes
6	11-11	56	80	6		
	12-0	57-	81-			
7	12-5	58	85	7	12-20	B
	12-6		86-			
8	12-11	59	89	8		
	13-0	60-	90-			
9	13-5	61	94	9		
	13-6		95-			
10	13-11	62	100	10		
	14-0		101-			
11	14-5	63	106	11	21-29	C
	14-6		107-			
12	14-11	64	112	12	30-37	D
	15-0		113-			
13	15-5	65	117	13		
	15-6		118-			
14	15-11	66	122	14		
	16-0		123-			
15	16-5		127	15	38-47	E
	16-6		128-			
16	16-11	67	130	16	48-57	F
	17-0		131-			
17	17-5		133	17		
	17-6		134-			
18	17-11	68	135	18	57 and over	G
	18-0		136			
19	18-5		138	19		
	18-6		139-			
20	18-11	69	141	20		
	19-0	Over	Over			
21	and over	69	141	21		

An application of the Nash system follows:

Boy

Age 15 years 2 months. . . . .	Exponent for age is . . . . .	13
Height 63 inches. . . . .	Exponent for height is . . . . .	11
Weight 119 pounds. . . . .	Exponent for weight is . . . . .	14
		Sum of exponents 38
		"Class E"

**Kinds of athletics.**—For the convenience of the teacher we are classifying athletics under two divisions: team games and track athletics. A detailed description of each type follows.

#### TEAM GAMES

The highest type of play organization is team play. Curtis<sup>1</sup> says "a team game is one in which the various members, forgetting the opportunities for individual distinction, blend their individualities into a new unity and play the game as a unit for a common victory."

Lee<sup>2</sup> says, "The great team games are the best school of the citizen. They are nature's final course in expression of the belonging instinct."

Miss Bancroft<sup>3</sup> states:

Team play is one of the highest forms of play. The teacher should look for the beginning of the tendency toward it as shown in a fondness for the play of opposing groups, manifest from ten to twelve years of age. This tendency should be

<sup>1</sup>CURTIS, HENRY.—*Practical Conduct of Play* (The Macmillan Company, New York), p. 207.

<sup>2</sup>LEE, JOSEPH.—*Play in Education* (The Macmillan Company, New York), p. 336.

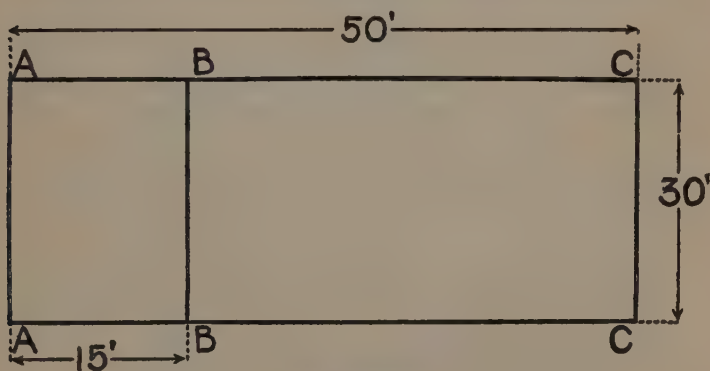
<sup>3</sup>BANCROFT, JESSIE H.—*Games for the Playground, Home, School and Gymnasium* (The Macmillan Company, New York), p. 30.

encouraged and developed into more closely organized types of team games. The greatest value of team play lies in the coöperation of the players, all working together for a common end, a player's thought and effort being to do what is best for his team rather than to use his skill for individual glory.

Team play if it is to be successful must be carefully organized. The players must understand thoroughly the rules of the game. Team games that are not too highly organized are to be preferred for children in the elementary school. The descriptions and diagrams which follow are for games of this type.

**Bat ball.**—This game is played with a light volley ball to be batted with the open hand. Twelve or more players make up two opposing teams.

The ball is put in play by a batsman of one team from the batsman's base or home base (A). The opposing team is scattered over the field behind a line (B) drawn across the field 15 feet from home base. The runner's



BAT BALL

base (C) is at least 50 feet from home base, beyond the 15-foot line.

**Batsman:**

Batsman tosses up ball and bats it with open palm (one chance only) and the ball must at least pass the 15-foot line. Upon hitting ball, batsman runs around runner's base, going to right and back to home base. Runner is safe after crossing 15-foot line on return.

**Runner is out:**

(a) When he does not bat the ball beyond the 15-foot line.

(b) When hit by ball thrown by fielder.

**Fielder:**

Fielder cannot advance (run or walk) with ball, but must throw from spot where the ball was picked up or caught. The ball should be passed from fielder to fielder in order to make shorter, more accurate throws at runner.

Fielder cannot hold ball more than three seconds.

**Fouls:**

Fouls are made when the fielder advances with the ball or holds it. As a penalty for fouls the runner is allowed to score whether he is put out or not.

Each run scores a point. Three outs for each side constitute an inning, and nine innings constitute a game.

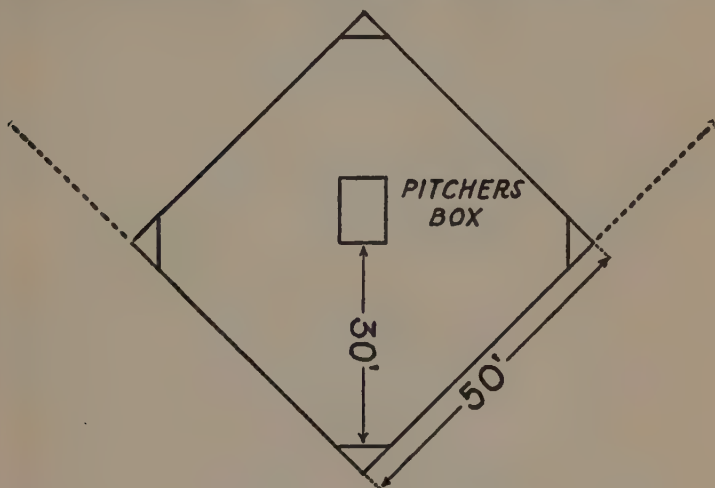
**Time:**

Game can be played a definite length of time or a certain number of innings.

**NOTE:** Runner's base may be a jumping standard, a mat, or some such object.

**Playground ball.**—This game may be played either indoors or on the playground. It is similar to outdoor baseball except that it is played on a smaller diamond and under modified rules.

The regulation-size court for the indoor game is 27 feet between the bases with the front line of the pitcher's



PLAYGROUND BALL

box 23 feet from home base. These distances may be increased if played out of doors.

A soft stuffed ball is used. The size of the ball may range from twelve to seventeen inches in circumference.

This game differs from regulation baseball in the following ways:

**Pitcher:**

- a. The ball must be pitched with a full underhanded motion with the arm parallel to the body.

- b. The pitcher must stand with both feet on the back line of the box and may take only one step forward in delivering the ball. He must not step out of his box while in the act of pitching.

Batter is out:

- a. If opponents catch a fly ball from his bat before it touches any object.
- b. If hit by ball on third strike.
- c. If he bats out of turn.

Batter may take his base:

- a. If pitcher delivers an illegal pitch.
- b. If fair ball hits umpire.
- c. When the pitcher has delivered three balls.

Base runners:

- a. May not advance or steal while pitcher stands in his box holding ball.
- b. May not advance until ball is hit or passes the batter after being pitched.
- c. Base runner is put out as in regulation baseball.

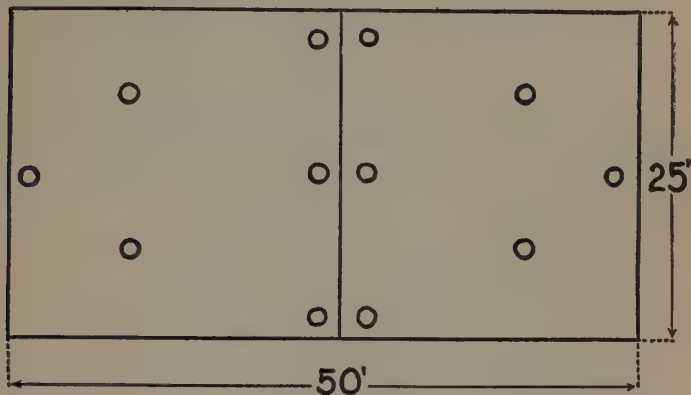
Summary of differences:

- a. A ball is fair or foul according to place it strikes, and not according to where it rolls.
- b. Pitching rules differ.
- c. Batter takes base on three balls instead of four.
- d. There is no stealing of bases.
- e. Ten men may be used by adding another short-stop.

**Volley ball.**—Mark out a court about 25 by 50 feet. Stretch a tennis or volley ball net across the court at



the middle, the top of the net seven feet high in the center. Players are divided into two equal groups placed on opposite sides of the net. The light volley ball is used, and the object is to bat it over the net with open hands. One or both hands may be used. One player starts the game by "serving." To do this he



VOLLEY BALL

stands with one foot on the rear line of the court, tosses the ball up, then bats it upward and toward the net. The other players watch the ball, and if one of them can help the ball over by batting it he may do so, but no player can bat it twice in succession. If the ball goes over the net without touching, it must be batted back by the opponents. The ball is in play as long as it is batted back and forth across the net; as soon as one side fails to return it, whether by letting it fall to the ground, batting it into the net, or batting it outside the court, it is out of play and must be started again by

serving. The side failing to return the ball at any time when it is in play is said to "lose a point." If the side that served loses a point, it loses the right to serve, the ball going to the opponents. If the other side loses (serving side winning) one score is made by the serving side. Only the serving side can make scores; the other side tries to win the point and thus earn the right to serve.

Server:

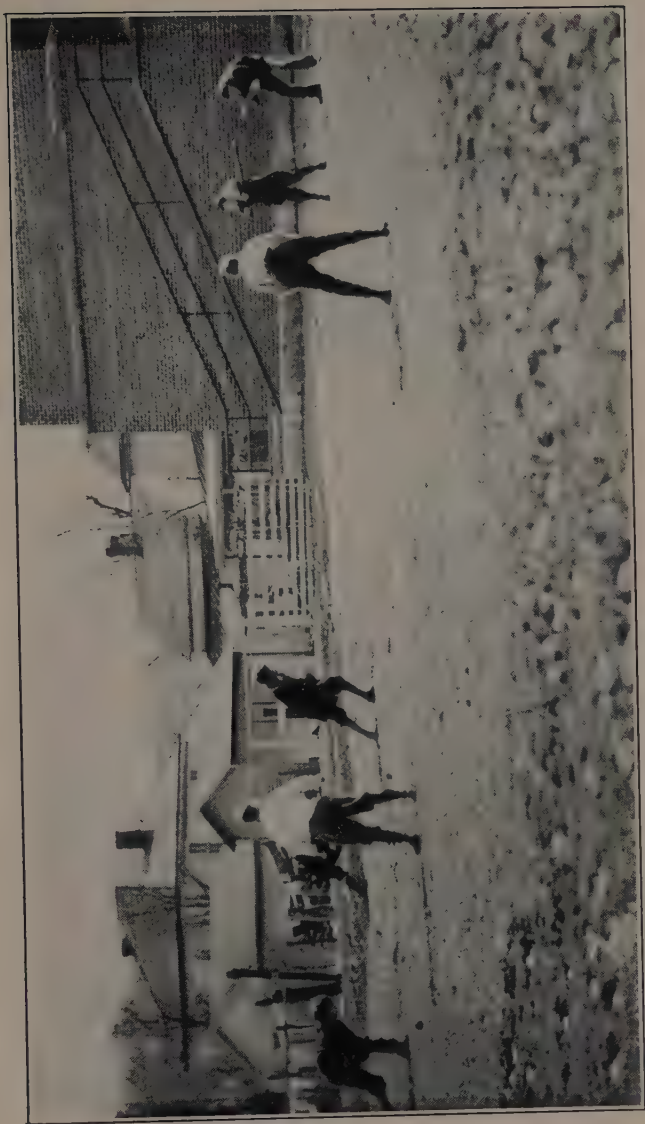
The server must stand with both feet behind the rear line of the court. The ball is served by hitting it with the open hand. If the served ball hits the net the ball is dead and goes to the opponents.

The ball is dead and goes to the offended side:

- a. If ball is knocked out of bounds.
- b. If ball hits or goes under net on serve.
- c. If ball fails to go over net.
- d. If any part of person's body touches net.
- e. If the ball is touched after it has already been touched by three persons before batting it over the net, or if it is touched by one person twice in succession.
- f. If a player reaches over the net.
- g. If a player serves out of turn.
- h. If a player catches, holds, or dribbles the ball.

Scoring:

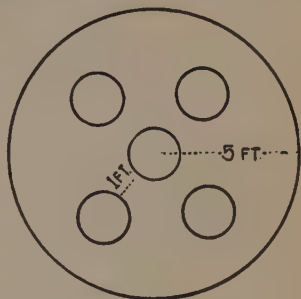
If the receiving side fails to return the ball legally over the net it counts one point for the serving side. The team which first scores fifteen points wins, except that when the score stands 14-14 it is necessary for one team to score two points in succession.



A GAME OF PLAYGROUND BALL



**Pin ball.**—The rules applying to boys' basketball apply to pin ball except that there should be the same number of players on each team, from 3 to 30, depending upon the age, ability of players, and size of play space. The object of the game is to knock down the pins placed inside of a circle whose radius is 5 feet, working the ball up the field by passing as in basketball for a trial at the pins. Instead of a goal as in basketball a circle with a five-foot radius is made on the ground at each end of the playing space. The playing space should be from 40 to 75 feet in length and from 30 to 50 feet in width. The circle encloses five Indian clubs or short sticks standing upright, being set as shown in the diagram. The five-foot circles are placed with rear arc 10 feet from end of playing space, allowing players to play in rear of circle.

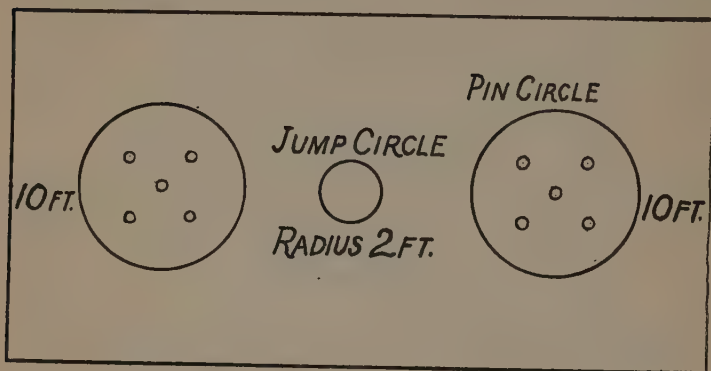


PIN CIRCLE

Fouls made, such as running with the ball, tripping, holding, etc., as in basketball are penalized by the offended side taking a free throw from the center of the playing space (jump circle), trying to knock down pins in the opponent's circle. No interference is allowed during the free throw, the players lining up six feet from the thrower. If the ball hits and knocks down any pins it scores the number of pins. If missed, the ball is in play. The only additional foul other than in basketball is this: that players of either side must not

step inside either circle in guarding or trying to knock down pins; penalty, free throw.

The number of pins knocked down indicates the score, and after every score the ball is again thrown up at the jump circle in the center of the playing space.



PIN BALL

For a summer game three five-minute periods are recommended, or the game may be contested for a certain number of points, ten being recommended. Three games would then make up a match or set. A referee and a scorer are necessary. With a large number of players it is necessary to be very strict in calling every foul.

**Long ball.**—Long ball is a modified baseball, suitable for either playground or gymnasium. Two teams of eight players each form the best playing arrangement.

The game is played with an indoor baseball on a field about the size of a baseball field. Pitcher's box and

home plate are marked out, and there is a long base 40 or 50 feet from home plate, usually behind the pitcher's box.

#### Game:

The playing time is nine innings. One inning is completed when both teams have had one opportunity to score or have been "in bat" and when both teams have been "in field." That is, a team alternately plays "in bat" and "in field." It can score only while "in bat."

#### Batting:

Players must be numbered in a batting order.

Number one batter stands at home plate facing the pitcher's box, bat in hand. It is the batter's object to strike the ball and send it so far that he will have a chance to run to long base and back again before the team in the field can recover the ball. He has three chances to make a hit; that is, he may strike at three balls or have "three strikes." A batter should wait and strike only at good balls, balls passing between the batter's shoulders and knees and over the home plate. Such a ball, even though the batter fails to strike at it, must be declared a strike by the umpire.

#### Batter runs:

(1) If he makes a hit; and all hits are fair, even the slightest tick. (2) If he has had three strikes. The second batter then comes to bat, etc.

#### Scoring:

A score is made each time a batter runs to long base and back to home plate without being touched by the ball while between bases. The runner must touch home



plate before starting (before batting), must run to, and touch long base, and must touch home plate at the end. If at any time he is touched by the ball, or if he hits a "fly" and it is caught, he is "out" and may not finish his run. He is safe on long base and may stay on it as long as he pleases until he sees a good chance to get home.

#### Outs:

A side continues batting in rotation of players until there are three outs or until it has all its players on long base, leaving no one to bat. Either of these conditions changes the batting side to the field, and those in the field to bat.

#### In the field:

Players have definite positions with special duties.

a. Pitcher stands in pitcher's box facing home plate, and pitches the ball under-handed to catcher.

b. Catcher stands behind home plate and catches pitcher's ball.

c. Baseman stands on long base and tries to put out runners.

d. Fielders stand at scattered spots to catch or get batted balls and try to put out runners.

Object of game is to put runners out. Several means are:

a. Catching a fly (a ball batted into air).

b. Baseman to get or catch ball and touch base before runner touches it.

c. Any player to tag runner with ball.

d. Any player to throw ball at runner and hit runner.

## TRACK AND FIELD EVENTS

In selecting track and field events it is very important that the children take part in activities that are suitable to their ages. Children from eight to fourteen years of age are usually not interested in the longer runs, the shot put, the discus throw, and the pole vault. They are for the most part interested in the short dashes, the jumps, and such activities as chinning, baseball throw, basketball throw, etc. With this idea in mind, we are suggesting the following events for track and field:

- Dashes of 25, 50, and 60 yards
- Standing broad jump
- Running broad jump
- Running high jump
- Relay race 100 yards (four boys)
- Chinning the bar
- Baseball and basketball throws

**Dashes.**—Either kind of starting position may be used, a standing position or a crouching, sprinting start. Starter says, "Get on your marks," "Get set," "Go." If the crouch start is used, at the command "Get on your marks," the runner places fingers on starting line, kneels on one knee which is placed about ten inches back of starting line, and places foot beside knee. When the command "Get set" is given, he rises up on toes, leans forward on fingers, and looks down the track. He starts with the signal "Go," or better, a starter's pistol. If there are a large number of participants, the race should be run by heats, about ten or

twelve to each heat, depending upon width of track. The boys placing first and second in each heat will run in the final race. Only those winning first, second, third, or fourth place in the finals will be counted.

**Standing broad jump.**—It is best to have a definite starting or take-off mark. The contestant must stand with toes touching this mark. When any part of the contestant's foot is over the line while making the jump it shall be no jump but shall count as a trial. Measure the distance from take-off line to heel mark or any mark made by body which is closer to the take-off line.

**Running broad jump.**—The competitors shall have unlimited run but must take off from behind the take-off line. The take-off line should be the outer edge of a joist, 8 inches wide, which should be set firmly in the ground at the ground level. When any part of the competitor's foot is over the take-off line while taking off for a jump, it shall be no jump but shall count as a trial. Measure same as standing broad jump.

**Running high jump.**—(See instructions for making jumping standards in Chapter XIII, on Playground Equipment.) A bamboo fish pole at least 12 feet in length should be used as a crossbar. In a large field meet it is best to give each contestant just two trials for each height. If he fails on the first he must take a second trial immediately and not wait for the next contestant to jump. To misplace the bar counts as a

trial. If the contestant touches the crossbar with his body or with any part of his clothing but does not misplace the bar, it counts as a fair jump. Running under the bar but not misplacing it counts a balk. Two balks count one trial.

**Relay races.**—See description of relay races under section entitled Relay Races, Chapter XIV.

**Chinning the bar.**—Bar must be high enough so that the contestants can hang at full length and not touch the ground. Either an under or over grasp is allowed. Each time the contestant must pull himself up so that his chin will be level with the top of the bar, and then lower himself to full length. He must not swing, jerk, or kick, and the chinning must be continuous without rest. Each pull up counts one point.

**Basketball and baseball throws.**—All contestants must stand back of the starting line in making a throw. The throw does not count if contestant steps over the line in throwing. Measure from starting line to point where ball first strikes the ground.

**Point competition.**—All children are interested in competition. Unfortunately much of this competition takes the form of a child of inferior ability competing against a child of greater ability. This results in needless discouragement to the weaker child. Individual differences in athletic ability among the children of a single grade are so great that many of them cannot compete on equal terms with others. We should en-

deavor to interest children primarily in improving their own best previous records rather than in attempting to beat the records of children of superior ability. It is true, of course, that children are greatly interested in competing against one another.

In grades four, five, and six the children develop a group consciousness which results in a desire on the part of the children of one grade to compete against the children of another grade. Tables 1, 2, 3, 4, 5, 6, 7, 8, and 9, which follow, have been worked out for the purpose of equalizing competition among children in grades four, five, and six. It must be recognized, of course, that some children in the fourth grade will be found to possess athletic ability equal to or superior to some children in the fifth grade. However, where the total number of points made by all of the children in one grade are pitted against the total number of points made by all of the children in another grade, these differences among individuals in the various grades will generally be found to equalize one another. Where this method is used it will be necessary either to equalize the number competing from each grade or to use the average score rather than the total score.

These tables will also be found to be useful in determining the number of points to be awarded to children in athletic contests in a single grade. Individual differences can be provided for in part by requiring certain children to qualify for points according to the table given for the next higher or the next lower grade. Height, weight, and chronological age should be taken into account in determining this matter.

TABLE I  
SCALE OF POINTS FOR DASHES (BOYS)

GRADE	IV (50-YDS.)	V (60-YDS.)	VI (75-YDS.)
Points	Sec.	Sec.	Sec.
0	9 $\frac{1}{5}$	11 $\frac{2}{5}$	13 $\frac{1}{5}$
5	9	11 $\frac{1}{5}$	13
10	8 $\frac{4}{5}$	11	12 $\frac{4}{5}$
15	8 $\frac{3}{5}$	10 $\frac{4}{5}$	12 $\frac{3}{5}$
20	8 $\frac{2}{5}$	10 $\frac{3}{5}$	12 $\frac{2}{5}$
25	8 $\frac{1}{5}$	10 $\frac{2}{5}$	12 $\frac{1}{5}$
30	8	10 $\frac{1}{5}$	12
35	7 $\frac{4}{5}$	10	11 $\frac{4}{5}$
40	7 $\frac{3}{5}$	9 $\frac{4}{5}$	11 $\frac{3}{5}$
45	7 $\frac{2}{5}$	9 $\frac{3}{5}$	11 $\frac{2}{5}$
50	7 $\frac{1}{5}$	9 $\frac{2}{5}$	11 $\frac{1}{5}$
55	7	9 $\frac{1}{5}$	11
60	6 $\frac{4}{5}$	9	10 $\frac{4}{5}$
65	6 $\frac{3}{5}$	8 $\frac{4}{5}$	10 $\frac{3}{5}$
70	6 $\frac{2}{5}$	8 $\frac{3}{5}$	10 $\frac{2}{5}$
75	6 $\frac{1}{5}$	8 $\frac{2}{5}$	10 $\frac{1}{5}$
80	6	8 $\frac{1}{5}$	10
85	5 $\frac{4}{5}$	8	9 $\frac{4}{5}$
90	5 $\frac{3}{5}$	7 $\frac{4}{5}$	9 $\frac{3}{5}$
95	5 $\frac{2}{5}$	7 $\frac{3}{5}$	9 $\frac{2}{5}$
100	5 $\frac{1}{5}$	7 $\frac{2}{5}$	9 $\frac{1}{5}$

TABLE II

SCALE OF POINTS FOR STANDING BROAD JUMP  
(Boys)

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
0	3	2	3	6	3	9
2	3	3	3	7	3	10
4	3	4	3	8	3	11
6	3	5	3	9	4	
8	3	6	3	10	4	1
10	3	7	3	11	4	2
12	3	8	4		4	3
14	3	9	4	1	4	4
16	3	10	4	2	4	5
18	3	11	4	3	4	6
20	4		4	4	4	7
22	4	1	4	5	4	8
24	4	2	4	6	4	9
26	4	3	4	7	4	10
28	4	4	4	8	4	11
30	4	5	4	9	5	
32	4	6	4	10	5	1
34	4	7	4	11	5	2
36	4	8	5		5	3
38	4	9	5	1	5	4
40	4	10	5	2	5	5
42	4	11	5	3	5	6
44	5		5	4	5	7
46	5	1	5	5	5	8
48	5	2	5	6	5	9



TABLE II—*Continued.*

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
50	5	3	5	7	5	10
52	5	4	5	8	5	11
54	5	5	5	9	6	
56	5	6	5	10	6	1
58	5	7	5	11	6	2
60	5	8	6		6	3
62	5	9	6	1	6	4
64	5	10	6	2	6	5
66	5	11	6	3	6	6
68	6		6	4	6	7
70	6	1	6	5	6	8
72	6	2	6	6	6	9
74	6	3	6	7	6	10
76	6	4	6	8	6	11
78	6	5	6	9	7	
80	6	6	6	10	7	1

TABLE III  
SCALE OF POINTS FOR RUNNING BROAD JUMP  
(Boys)

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
0	5	9	6	3	7	6
2	5	10	6	4	7	7
4	5	11	6	5	7	8
6	6		6	6	7	9
8	6	1	6	7	7	10
10	6	2	6	8	7	11
12	6	3	6	9	8	
14	6	4	6	10	8	1
16	6	5	6	11	8	2
18	6	6	7		8	3
20	6	7	7	1	8	4
22	6	8	7	2	8	5
24	6	9	7	3	8	6
26	6	10	7	4	8	7
28	6	11	7	5	8	8
30	7		7	6	8	9
32	7	1	7	7	8	10
34	7	2	7	8	8	11
36	7	3	7	9	9	
38	7	4	7	10	9	1
40	7	5	7	11	9	2
42	7	6	8		9	3
44	7	7	8	1	9	4
46	7	8	8	2	9	5
48	7	9	8	3	9	6

TABLE III—*Continued.*

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
50	7	10	8	4	9	7
52	7	11	8	5	9	8
54	8		8	6	9	9
56	8	1	8	7	9	10
58	8	2	8	8	9	11
60	8	3	8	9	10	
62	8	4	8	10	10	1
64	8	5	8	11	10	2
66	8	6	9		10	3
68	8	7	9	1	10	4
70	8	8	9	2	10	5
72	8	9	9	3	10	6
74	8	10	9	4	10	7
76	8	11	9	5	10	8
78	9		9	6	10	9
80	9	1	9	7	10	10

TABLE IV  
SCALE OF POINTS FOR RUNNING HIGH JUMP  
(Boys)

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
0	2		2	2	2	5
2	2	$\frac{1}{2}$	2	$2\frac{1}{2}$	2	$5\frac{1}{2}$
4	2	1	2	3	2	6
6	2	$1\frac{1}{2}$	2	$3\frac{1}{2}$	2	$6\frac{1}{2}$
8	2	2	2	4	2	7
10	2	$2\frac{1}{2}$	2	$4\frac{1}{2}$	2	$7\frac{1}{2}$
12	2	3	2	5	2	8
14	2	$3\frac{1}{2}$	2	$5\frac{1}{2}$	2	$8\frac{1}{2}$
16	2	4	2	6	2	9
18	2	$4\frac{1}{2}$	2	$6\frac{1}{2}$	2	$9\frac{1}{2}$
20	2	5	2	7	2	10
22	2	$5\frac{1}{2}$	2	$7\frac{1}{2}$	2	$10\frac{1}{2}$
24	2	6	2	8	2	11
26	2	$6\frac{1}{2}$	2	$8\frac{1}{2}$	2	$11\frac{1}{2}$
28	2	7	2	9	3	
30	2	$7\frac{1}{2}$	2	$9\frac{1}{2}$	3	$\frac{1}{2}$
32	2	8	2	10	3	1
34	2	$8\frac{1}{2}$	2	$10\frac{1}{2}$	3	$1\frac{1}{2}$
36	2	9	2	11	3	2
38	2	$9\frac{1}{2}$	2	$11\frac{1}{2}$	3	$2\frac{1}{2}$
40	2	10	3		3	3
42	2	$10\frac{1}{2}$	3	$\frac{1}{2}$	3	$3\frac{1}{2}$
44	2	11	3	1	3	4
46	2	$11\frac{1}{2}$	3	$1\frac{1}{2}$	3	$4\frac{1}{2}$
48	3		3	2	3	5

TABLE IV—*Continued.*

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
50	3	$\frac{1}{2}$	3	$2\frac{1}{2}$	3	$5\frac{1}{2}$
52	3	1	3	3	3	6
54	3	$1\frac{1}{2}$	3	$3\frac{1}{2}$	3	$6\frac{1}{2}$
56	3	2	3	4	3	7
58	3	$2\frac{1}{2}$	3	$4\frac{1}{2}$	3	$7\frac{1}{2}$
60	3	3	3	5	3	8
62	3	$3\frac{1}{2}$	3	$5\frac{1}{2}$	3	$8\frac{1}{2}$
64	3	4	3	6	3	9
66	3	$4\frac{1}{2}$	3	$6\frac{1}{2}$	3	$9\frac{1}{2}$
68	3	5	3	7	3	10
70	3	$5\frac{1}{2}$	3	$7\frac{1}{2}$	3	$10\frac{1}{2}$
72	3	6	3	8	3	11
74	3	$6\frac{1}{2}$	3	$8\frac{1}{2}$	3	$11\frac{1}{2}$
76	3	7	3	9	4	
78	3	$7\frac{1}{2}$	3	$9\frac{1}{2}$	4	$\frac{1}{2}$
80	3	8	3	10	4	1

TABLE V

SCALE OF POINTS FOR BASEBALL DISTANCE THROW  
(Boys)

GRADE	IV	V	VI
Points	Feet	Feet	Feet
0	42	55	62
2	44	57	64
4	46	59	66
6	48	61	68
8	50	63	70
10	52	65	72
12	54	67	74
14	56	69	76
16	58	71	78
18	60	73	80
20	62	75	82
22	64	77	84
24	66	79	86
26	68	81	88
28	70	83	90
30	72	85	92
32	74	87	94
34	76	89	96
36	78	91	98
38	80	93	100
40	82	95	102
42	84	97	104
44	86	99	106
46	88	101	108
48	90	103	110

TABLE V—*Continued.*

GRADE	IV	V	VI
Points	Feet	Feet	Feet
50	92	105	112
52	94	107	114
54	96	109	116
56	98	111	118
58	100	113	120
60	102	115	122
62	104	117	124
64	106	119	126
66	108	121	128
68	110	123	130
70	112	125	132
72	114	127	134
74	116	129	136
76	118	131	138
78	120	133	140
80	122	135	142



TABLE VI  
SCALE OF POINTS FOR DASHES (GIRLS)

GRADE	IV (40-YDS.)	V (60-YDS.)	VI (75-YDS.)
Points	Sec.	Sec.	Sec.
0	$9\frac{3}{5}$	$11\frac{3}{5}$	$14\frac{3}{5}$
5	$9\frac{3}{5}$	$11\frac{3}{5}$	$14\frac{1}{5}$
10	$9\frac{1}{5}$	$11\frac{1}{5}$	14
15	9	11	$13\frac{4}{5}$
20	$8\frac{4}{5}$	$10\frac{4}{5}$	$13\frac{3}{5}$
25	$8\frac{3}{5}$	$10\frac{3}{5}$	$13\frac{2}{5}$
30	$8\frac{2}{5}$	$10\frac{2}{5}$	$13\frac{1}{5}$
35	$8\frac{1}{5}$	$10\frac{1}{5}$	13
40	8	10	$12\frac{4}{5}$
45	$7\frac{4}{5}$	$9\frac{4}{5}$	$12\frac{3}{5}$
50	$7\frac{3}{5}$	$9\frac{3}{5}$	$12\frac{2}{5}$
55	$7\frac{2}{5}$	$9\frac{2}{5}$	$12\frac{1}{5}$
60	$7\frac{1}{5}$	$9\frac{1}{5}$	12
65	7	9	$11\frac{4}{5}$
70	$6\frac{4}{5}$	$8\frac{4}{5}$	$11\frac{3}{5}$
75	$6\frac{3}{5}$	$8\frac{3}{5}$	$11\frac{2}{5}$
80	$6\frac{2}{5}$	$8\frac{2}{5}$	$11\frac{1}{5}$
85	$6\frac{1}{5}$	$8\frac{1}{5}$	11
90	6	8	$10\frac{4}{5}$
95	$5\frac{4}{5}$	$7\frac{4}{5}$	$10\frac{3}{5}$
100	$5\frac{3}{4}$	$7\frac{3}{5}$	$10\frac{2}{5}$

## TABLE VII

SCALE OF POINTS FOR STANDING BROAD JUMP  
(GIRLS)

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
0	2	7	2	9	3	
2	2	8	2	10	3	1
4	2	9	2	11	3	2
6	2	10	3		3	3
8	2	11	3	1	3	4
10	3		3	2	3	5
12	3	1	3	3	3	6
14	3	2	3	4	3	7
16	3	3	3	5	3	8
18	3	4	3	6	3	9
20	3	5	3	7	3	10
22	3	6	3	8	3	11
24	3	7	3	9	4	
26	3	8	3	10	4	1
28	3	9	3	11	4	2
30	3	10	4		4	3
32	3	11	4	1	4	4
34	4		4	2	4	5
36	4	1	4	3	4	6
38	4	2	4	4	4	7
40	4	3	4	5	4	8
42	4	4	4	6	4	9
44	4	5	4	7	4	10
46	4	6	4	8	4	11
48	4	7	4	9	5	
50	4	8	4	10	5	1
52	4	9	4	11	5	2
54	4	10	5		5	3
56	4	11	5	1	5	4

TABLE VII—*Continued.*

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
58	5		5	2	5	5
60	5	1	5	3	5	6
62	5	2	5	4	5	7
64	5	3	5	5	5	8
66	5	4	5	6	5	9
68	5	5	5	7	5	10
70	5	6	5	8	5	11
72	5	7	5	9	6	
74	5	8	5	10	6	1
76	5	9	5	11	6	2
78	5	10	6		6	3
80	5	11	6	1	6	4

TABLE VIII

SCALE OF POINTS FOR RUNNING HIGH JUMP  
(GIRLS)

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
0	2		2	2	2	3
2	2	$\frac{1}{2}$	2	$2\frac{1}{2}$	2	$3\frac{1}{2}$
4	2	1	2	3	2	4
6	2	$1\frac{1}{2}$	2	$3\frac{1}{2}$	2	$4\frac{1}{2}$
8	2	2	2	4	2	5
10	2	$2\frac{1}{2}$	2	$4\frac{1}{2}$	2	$5\frac{1}{2}$
12	2	3	2	5	2	6
14	2	$3\frac{1}{2}$	2	$5\frac{1}{2}$	2	$6\frac{1}{2}$
16	2	4	2	6	2	7
18	2	$4\frac{1}{2}$	2	$6\frac{1}{2}$	2	$7\frac{1}{2}$
20	2	5	2	7	2	8
22	2	$5\frac{1}{2}$	2	$7\frac{1}{2}$	2	$8\frac{1}{2}$
24	2	6	2	8	2	9
26	2	$6\frac{1}{2}$	2	$8\frac{1}{2}$	2	$9\frac{1}{2}$
28	2	7	2	9	2	10
30	2	$7\frac{1}{2}$	2	$9\frac{1}{2}$	2	$10\frac{1}{2}$
32	2	8	2	10	2	11
34	2	$8\frac{1}{2}$	2	$10\frac{1}{2}$	2	$11\frac{1}{2}$
36	2	9	2	11	3	
38	2	$9\frac{1}{2}$	2	$11\frac{1}{2}$	3	1
40	2	10	3		3	1
42	2	$10\frac{1}{2}$	3	$\frac{1}{2}$	3	$1\frac{1}{2}$
44	2	11	3	1	3	2
46	2	$11\frac{1}{2}$	3	$1\frac{1}{2}$	3	$2\frac{1}{2}$
48	3		3	2	3	3
50	3	$\frac{1}{2}$	3	$2\frac{1}{2}$	3	$3\frac{1}{2}$
52	3	1	3	3	3	4
54	3	$1\frac{1}{2}$	3	$3\frac{1}{2}$	3	$4\frac{1}{2}$
56	3	2	3	4	3	5

TABLE VIII—*Continued.*

GRADE	IV		V		VI	
Points	Ft.	In.	Ft.	In.	Ft.	In.
58	3	2½	3	4½	3	5½
60	3	3	3	5	3	6
62	3	3½	3	5½	3	6½
64	3	4	3	6	3	7
66	3	4½	3	6½	3	7½
68	3	5	3	7	3	8
70	3	5½	3	7½	3	8½
72	3	6	3	8	3	9
74	3	6½	3	8½	3	9½
76	3	7	3	9	3	10
78	3	7½	3	9½	3	10½
80	3	8	3	10	3	11

## TABLE IX

SCALE OF POINTS FOR BASEBALL DISTANCE  
THROW (GIRLS)

GRADE	IV	V	VI
Points	Feet	Feet	Feet
0	21	25	30
2	23	27	32
4	25	29	34
6	27	31	36
8	29	33	38
10	31	35	40
12	33	37	42
14	35	39	44
16	37	41	46
18	39	43	48
20	41	45	50
22	43	47	52
24	45	49	54
26	47	51	56
28	49	53	58
30	51	55	60
32	53	57	62
34	55	59	64
36	57	61	66
38	59	63	68
40	61	65	70
42	63	67	72
44	65	69	74
46	67	71	76
48	69	73	78
50	71	75	80
52	73	77	82
54	75	79	84
56	77	81	86

TABLE IX—*Continued.*

GRADE	IV	V	VI
Points	Feet	Feet	Feet
58	79	83	88
60	81	85	90
62	83	87	92
64	85	89	94
66	87	91	96
68	89	93	98
70	91	95	100
72	93	97	102
74	95	99	104
76	97	101	106
78	99	103	108
80	101	105	110



## CHAPTER XVI

### INFORMAL CALISTHENICS

In physical-education practice of only a few years ago major emphasis was given to calisthenics and formal gymnastics. This emphasis was in harmony with the old faculty psychology and the theory of formal discipline which taught that general qualities of obedience, exactness and precision, self-control, endurance, etc., could be developed through such a program. We have now come to believe that calisthenics and formal gymnastics should occupy a very minor place in the elementary school physical-education program. Formal calisthenics now have a place only in corrective work. This work should be done by specialists.

**Calisthenics less valuable than free play.**—Well-organized and supervised free play on the playground is undoubtedly very much better than calisthenics and formal gymnastics. Unfortunately weather conditions do not always permit this type of activity. Under such conditions and during short relief periods in the classroom there is a place for some type of calisthenics. We have chosen to recommend for this purpose a type of calisthenics which we have designated informal calisthenics. By informal calisthenics we mean exercises based on natural movements such as running,

jumping, and throwing, rather than artificial movements such as "Arms upward raise," and presented in such a way that emphasis will not be placed upon securing absolute uniformity and precision in the execution of the movements, but rather upon securing wholesome, purposeful, and pleasurable activity.

In Wood and Cassidy's *The New Physical Education*,<sup>1</sup> the authors began their first chapter with this quotation from Richard C. Cabot:

The worst of the systems of physical culture is that they are apt to become chronic and therefore useless and morbid like ascetic self-chastisement. A man was never meant to contract his muscles for the sake of exercise. Muscular contraction should be the physical expression, the outer end of a plan. We should move to get something, or kill something, in work as in sport, and with consciousness focused always on the end, never on the means.

**Exercises involving natural movements.**—We are presenting a series of exercises for use in the classroom which involve natural movements, and which should prove useful during relief periods and at times when the children are unable to use the playground. No effort should be made to secure the execution of these movements by command. The exercise should be explained by the teacher or by a child, and perhaps demonstrated. When a signal is given, the children should begin the performance of the exercise, no special effort being made to secure precision of movement. In addition to the exercises suggested in this chapter, the children should

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<sup>1</sup>WOOD AND CASSIDY.—*The New Physical Education* (Macmillan Company, New York), p. 1.

be encouraged to develop and present exercises of their own.

### SOME INFORMAL CALISTHENICS

#### **Jumping**

1. Swing arms upward over head and rise up on toes.
2. Bend the knees and swing arms downward and backward.
3. Jump forward swinging arms forward and bending knees after landing.
4. Stand erect and hold good posture.

#### **Pitching ball**

1. Wind up by rotating arm holding ball.
2. Bring hands together.
3. Draw throwing arm back.
4. Throw arm forward as in delivering the ball, at the same time stepping forward with one foot.

#### **Running**

1. Touch left toe backward bending trunk slightly forward and swing arms forward upward.
2. Bend both knees and place knuckles on the floor, head up.
3. Lunge forward with the left foot and bend arms forward, clenching fists, knuckles down.
4. Run in place several counts.
5. Feet together, body erect—rest.

#### **Football kick**

1. Lunge forward with the left foot, bend trunk forward and reach arms downward as in picking up the ball.

2. Raise the trunk and touch the left toe in back, arms still downward in front.
3. Step forward one step with the left foot and then with the right foot kick high forward swinging arms upward.
4. Return to correct standing position.

### **Chopping trees**

1. Stand with feet apart and both hands over right shoulder as in holding an ax.
2. Swing the ax diagonally downward toward the left as if chopping tree.
3. Swing ax back over left shoulder and repeat the chopping.
4. Return to good position.

### **Hitting anvil with hammer**

1. Grasp hammer in right hand over right shoulder and with the left hand hold horseshoe on anvil with tongs.
2. Swing hammer down striking the horseshoe.
3. Swing back over shoulder and continue.
4. Reverse, holding hammer in left hand, and repeat.

### **Bouncing a ball**

1. With right hand throw ball to floor and catch with both hands.
2. Repeat throwing with left hand.
3. Repeat throwing with right catching with left.
4. Repeat throwing with left catching with right.

**Batting ball**

1. Stand in stride position.
2. Swing both hands over right shoulder, twisting trunk to the right.
3. Swing both arms forward and twist trunk to left as in batting the ball.
4. Repeat, batting left handed.

**Volley ball**

1. Feet together; hold ball in both hands.
2. Hold ball in left hand and draw right arm back as in serving.
3. Swing right arm forward as if hitting ball over net, stepping forward with the left foot.

## CHAPTER XVII

### ACTIVITIES FOR FIRST GRADE

#### CIRCLE AND GROUP GAMES

##### **Drop the Handkerchief**

Form a circle. One child, "It," runs about outside of the circle with a handkerchief and drops it behind someone. This child picks up the handkerchief and then becomes the chaser. If the chaser tags the runner before he gets back to the vacant place the same one is "It" again. If the chaser cannot catch the runner, he is "It."

##### **Good Morning**

Form a circle. One player is "It." He runs around the circle, tags someone, and continues around the circle. The one who was tagged runs around the circle in the opposite direction. Upon meeting, they bow, say "Good Morning," and proceed around the circle. The one reaching the vacant place last, is "It."

##### **Hide the Thimble**

One person who is "It" leaves the room. A thimble or some other small object is then hidden in the room. The one who is "It" reenters the room and hunts for the thimble. The pupils may sing and when "It" is close

to the object they should sing loudly and when far away, softly. When the object is found the one who is "It" chooses someone to take his place.

### **I Say Stoop**

A leader stands before the class and says: "I say 'Stoop'!" at the same time stooping and rising, as in making a deep curtsy. All the players must stoop also, but if the leader says, "I say 'Stand'!" they must remain standing. When the leader sees any player stoop at the wrong time, he calls that player to the front and that one becomes leader. As the players become used to the game, the play is carried on more rapidly.

### **Jack Be Nimble**

Place some object upright on the floor to represent a candlestick. Line the players up in single file and have them run and jump over the candlestick. While they are doing so have them repeat, "Jack be nimble, Jack be quick, Jack jump over the candlestick."

### **Jumping the Brook**

Two lines, wider at one end than at the other, are drawn representing a brook. Line up the children on one side and have them run and jump over. Those who step into the brook must drop out of the game. Those who jump across can try it at a wider place next time. The object of the game is to see which child is the best jumper.

### **Visiting Game**

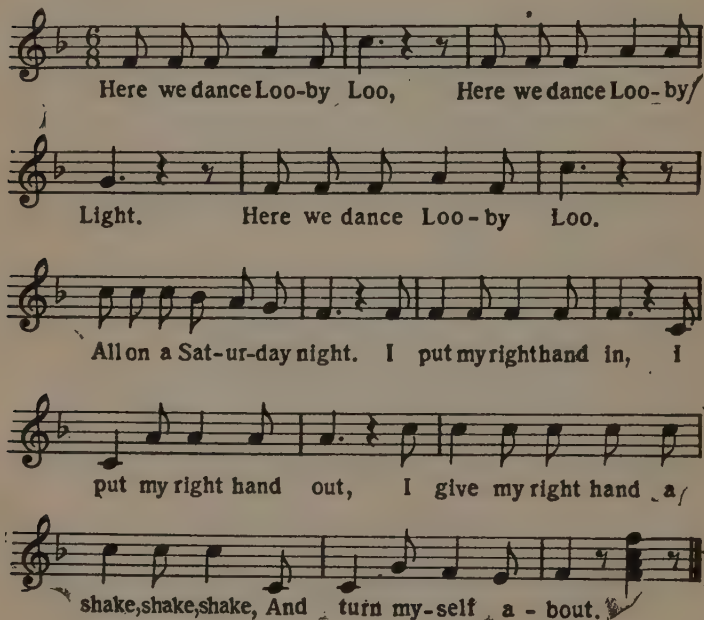
All heads should be down on the desks and all eyes closed. The teacher touches a child who runs into the



cloakroom and raps at the door. As soon as he raps the teacher chooses a child to answer the door. This child calls "Who is it?" The children in their seats listen attentively. The child in the cloakroom says, "It is I." The child who called is to recognize the voice of the missing one and say, "Come in, Mary." If the right name is called, the child enters the room and the game is resumed as before. Otherwise, other children are permitted to guess, until the right name is called.

### SINGING GAMES

#### Looby Loo



Here we dance Loo-by Loo,      Here we dance Loo-by/

Light.      Here we dance Loo-by Loo.

All on a Sat-ur-day night. I put my righthand in, I

put my right hand out, I give my right hand a

shake, shake, shake, And turn my-self a - bout.

I put my left hand in.  
 I put both hands in.  
 I put my right foot in.  
 I put my left foot in.  
 I put my head 'way in.  
 I put my right elbow in.

I put my left elbow in.  
 I put my two elbows in.  
 I put my right ear in.  
 I put my left ear in.  
 I put both ears in.

The children hold hands in a circle for the first four measures and swing their feet in time with the music. Then they slide to the left during the fifth and sixth measures. They slide to the right during the seventh and eighth measures. During the fourteenth measure, they suit the action to the words. On the last two measures they clasp their hands over their heads and turn all the way around.

### London Bridge

Lon-don bridge is fall-ing down, Fall-ing down, fall-ing down;

The first system of musical notation for 'London Bridge' is in 4/4 time, key of B-flat major. It consists of two staves. The melody is on the treble staff, and the bass line is on the bass staff. The lyrics 'Lon-don bridge is fall-ing down, Fall-ing down, fall-ing down;' are written below the melody. The melody starts with a quarter rest, followed by a quarter note B-flat, a quarter note A, a quarter note G, and a quarter note F. This pattern repeats for the first four measures. In the fifth and sixth measures, the melody moves down a half step (B-flat to B-natural). In the seventh and eighth measures, the melody moves up a half step (B-natural to C).

Lon-don bridge is fall-ing down, My fair La - dy!

The second system of musical notation for 'London Bridge' continues the melody and bass line. The lyrics 'Lon-don bridge is fall-ing down, My fair La - dy!' are written below the melody. The melody starts with a quarter rest, followed by a quarter note B-flat, a quarter note A, a quarter note G, and a quarter note F. This pattern repeats for the first four measures. In the fifth and sixth measures, the melody moves down a half step (B-flat to B-natural). In the seventh and eighth measures, the melody moves up a half step (B-natural to C). The system ends with a double bar line.

Build it up with iron bars,  
Iron bars, iron bars;  
Build it up with iron bars,  
My fair Lady!

Iron bars will bend and break,  
Bend and break, bend and break;  
Iron bars will bend and break,  
My fair Lady!

Build it up with gold and silver, *etc.*  
Gold and silver'll be stolen away, *etc.*  
Get a man to watch all night, *etc.*  
Suppose that he should fall asleep, *etc.*  
Get a dog to bark all night, *etc.*  
Suppose the dog should meet a bone, *etc.*

Two players stand facing each other with both hands clasped and arms raised so that an arch is formed. The remaining players form a long line and run under the arch. At the end of each stanza as the word "Lady" is sung, the players forming the bridge lower their arms and capture the player who is passing under the arch at that time. This player is then taken aside and asked to choose between two valuable articles, such as a gold piano or a diamond necklace. The two players have previously decided privately what they will represent. The prisoner then stands behind the player of his choice. The game goes on until all players have been captured and chosen the article they wish. A tug of war then takes place. The two players representing the bridge grasp hands tightly, and the remaining players take hold around each others' waists. Each line

pulls, trying to break the other line. The side which holds fast without breaking away wins the game.

### The Muffin Man

Oh, have you seen the muf - lin man, The

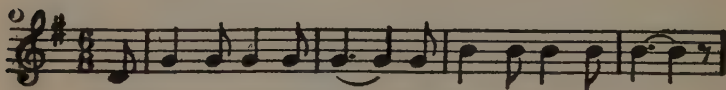
muf - fin man, the muf - fin man? Oh, have you seen the

muf - fin man That lives in Dru - ry Lane!

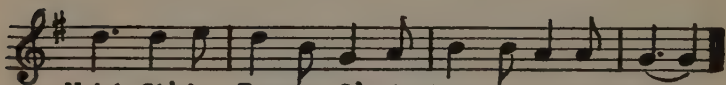
Oh, yes, I've seen the muffin man,  
The muffin man, the muffin man,  
Oh, yes, I've seen the muffin man  
That lives in Drury Lane!

This game may be played by six to thirty players on the playground or in the schoolroom. If played on the playground, the players stand in a circle, with one or more players in the center. The circle players dance round and sing the first four lines of the song. Then they stand still while the player in the center, or while each of the players in the center, chooses a partner, who enters the circle to clasp the hands of the one who chose him and to dance round while all sing the last four lines of the song.

### The Farmer in the Dell



The farm-er in the dell, The farm-er in the dell,



Heigh Oh! for Row-ley O! The farm-er in the dell.

The farmer takes a wife—  
 The wife takes the child—  
 The child takes the nurse—  
 The nurse takes the dog—  
 The dog takes the cat—  
 The cat takes the rat—  
 The rat takes the cheese—  
 The cheese stands alone.

One child is chosen to be the "farmer" and stands in the center of the ring, while the rest join hands and circle around him singing,

The farmer in the dell, The farmer in the dell,  
Heigh oh, for Rowley O! The farmer in the dell.

The first child chooses and leads to the center of the circle a second one; the second a third, and so on, while the rest sing the remaining verses.

### Oats and Beans



Oats and beans and bar - ley grow;  
First the farm - er sows his seed,



Oats and beans and bar-leygrow; Do you, or I, or  
Then he stands and takes his ease; He stamps his foot and



any-one know How oats and beans and bar - ley grow?  
claps his hand, And turns him round to view the land.

First verse: Children join hands and form a circle, and dance to the left, one child being in the center who is the farmer.

Second verse: Drop hands on the first phrase. Then sow the seed from a basket held on the left arm, with a surging motion of the right hand.

Stand up straight with arms folded on the second

phrase; stamp the feet and clap the hands on the third phrase.

Point the right hand toward the fields on the fourth phrase.

### STORY PLAYS

#### **Automobile**

1. Stoop and crank the automobile, first with one hand and then with the other.
2. Run around the room several times steering and blowing horn.
3. Flat tires, must pump them up hard.
4. Tired from bending so stretch arms up high in air.
5. Then ride home.
6. Breathe freely.

#### **Birds Learning to Fly**

1. Mother bird and little birds all stretch their wings.
2. Look at sky to see if it is a pleasant day.
3. Fly around.
4. Then hop on ground.
5. The children scatter crumbs all about for the little birds.
6. Birds fly back to their nests.
7. Tired, so breathe deeply, raising their wings.

#### **Building Bonfire**

1. Wind blows the leaves from trees. Raise arms over head and let them fall slowly to side with the fingers fluttering.
2. Rake up all the leaves.
3. Rake several armfuls and put in cart.



4. Run with the cart to the bonfire. All run around room, with hands behind back as if dragging a cart. Empty the carts on desk.
5. Blow fire to make it go. Fire is on the desk. Stoop, take deep breath and blow across desk, facing side of the room.
6. All skip around the fire.
7. Breathe in some fresh air.

### **The Carpenter**

1. Put on coat and hat and start for work.
2. Saw some boards (place on seat).
3. Plane the boards very smooth.
4. Bore some holes.
5. Drive a few nails.
6. Raise the beams.
7. Walk home from work.
8. Breathe deeply several times.

### **Firemen**

All are sitting up straight, ready to go to the fire when the fire bell rings. Some of the pupils are chosen drivers and some, horses. When the teacher rings bell, drivers take hold of reins and horses should be ready to run.

1. Gallop to the fire.
2. All become firemen and grasp a hose and stretch it diagonally out to left side. Play hose on one spot, and make a soft hissing noise. Play hose high up in front and with a quick turn play it high up behind.
3. Climb up ladder using hands and feet. Reach up and lift someone down, then go up again and see if anyone is left up there.

4. Drive the horses home.
5. Take several deep breaths to get smoke out of lungs.

### **Flower Play**

1. Chase Winter away. All run to the rear of the room and with arms extended push Winter away just as hard as possible. Then all run on tiptoe so he will not hear any footsteps.
2. The rain knocks at the earth to wake up the flowers. All reach up high, then bring arms slowly to floor.
3. The flowers are growing up. Keep the knees bent. Rise slowly and then stand as tall as possible.
4. Greet the Sun by raising arms up high.
5. The flowers are swaying in a strong breeze. Raise arms, slowly. Sway from side to side, bend at waist and touch finger tips to floor, first to one side, then to the other.
6. Children run to pick up flowers. Run in place. Stoop and rise several times. Gather several big bunches of flowers.
7. Take some flowers home to mother. Skip or run around room once or twice and stop at seats.
8. Breathe deeply.

### **Playing Santa Claus**

1. Santa fills bags with toys.
2. Loads tops into his sleigh.
3. He then climbs into his sleigh.
4. Drives his reindeer at great speed.



FIRST-GRADE STORY PLAY "AUTOMOBILE"



5. Climbs down chimney with sack.
6. Fills stockings.
7. Climbs up chimney and then drives away.
8. Breathes deeply in the fine cool air.

### **Soldiers**

1. Stand like soldiers.
2. Carry guns over shoulders.
3. Aim at enemy.
4. Salute Major.
5. Hoist the flag.
6. March and breathe deeply.

### **A Trip to the Orchard**

1. Carry basket to the orchard.
2. Climb up ladder to get into tree.
3. Reach up and pick fruit, putting it into basket.
4. Climb down with the basket of apples.
5. Walk home and breathe deeply.

### **Wind**

1. Children make a sound like the blowing of the wind.
2. Wind blows the blossoms. Hold hands up high, moving fingers to imitate fluttering of blossoms.
3. Wind blows the trees. Trunks sway and bend.
4. Imitate wind blowing the windmill. Hold arms at the sides and make circles.
5. Wind blows a sailboat. Children run around the room.

## TAG GAMES

**Cat and Mice**

One player is the cat who goes and hides somewhere. Several others are mice who try to find the cat. When they find the cat she chases the mice to their seats or to a given point. If she catches one before he reaches his goal, that one is then the cat.

**Squirrel and Nut**

All of the players but one are seated, heads on desks and eyes covered, one hand open on desk with palm up. The odd player is a squirrel and passes up and down between the rows and puts a nut in a player's hand. This one rises and chases the squirrel. If the squirrel is caught before he can reach his own seat, the one who caught him becomes the squirrel; if the squirrel is not caught, he can be squirrel again.

**Toad**

Pupils join hands and form a circle. One child is the toad and sits in the center. The pupils in the circle walk around the toad going toward and backing away from him, repeating, "Toad in the sea, can't catch me." The toad tries to tag one of them but cannot leave his position in the circle. The one who is tagged takes the toad's place in the center.

## CHAPTER XVIII

### ACTIVITIES FOR SECOND GRADE

#### CIRCLE AND GROUP GAMES

##### **Blindman**

One of the children is "It" and is blindfolded and placed in the center of a group of children. He is turned around several times so that he will lose his sense of direction. He then tries to catch one of the children. When he has caught a child he tries to guess his name. If he guesses correctly, this player becomes "It." If he does not guess the right one, he has to be "It" again. The other players should warn him when he is in danger of running into something.

##### **Witch in the Jar**

One of the children is selected to be the witch. The witch marks out circles in a certain territory. There should be one half as many circles as there are children playing the game. These circles are her jars. When anyone ventures into her territory, she tries to catch him, and put him in a jar. If she has one person in a jar that person may be rescued by any child who can get to the jar without being touched by the witch. But if she puts two in a jar, they must remain there. The game continues until all have been caught. The one



who was caught first is the witch for the next game.  
The witch chants,

Dear children, dear children,  
You dare not go far,  
For if I catch you  
You'll land in my jar.

### **Changing Seats**

A command, "Change right," is given by the teacher and each player goes from his own seat to the one across the aisle at his right. The pupils in the farthest right-hand row stand in the outside aisle. In the same way orders may be, "Change left," "Change forward," or "Change backward."

### **Follow the Fairy**

The children take positions in a circle. A fairy and a guard are chosen. The fairy takes a wand and stands in the center of the circle. The guard stands outside the circle. All the children close their eyes. Very quietly the fairy goes around the circle tapping eight children on their heads. When she has tapped the eight children she stands facing the guard. The guard says, "Why have you chosen these people?" The fairy replies, "Because they are good, and I want them to follow me." Immediately the eight children and the guard fall in line and follow the fairy. The fairy may lead them wherever she chooses and go through all kinds of motions. The children behind her do just as she does and follow where she leads. After a time the fairy stops and holds her wand high in the air. This is done

quite suddenly. The children who have been following her, run swiftly to their places in the circle. The one who is in place first becomes the fairy and the next one in place becomes the guard.

The fairy then goes through the same performance, choosing eight children who were not chosen previously.

### **Passing Race**

A bean bag, ball, ruler, or any other object is given to the first child in each row in the room. At the command "Pass" the object is passed backward. The row which finishes first, scores one point. Any given number of points may constitute a game.

### **Jack in the Box**

Have pupils stand beside their seats. One child standing at the front will call out, "Jack in the box," or "Jack out of the box." When Jack is in the box they stoop; when out of the box they rise. This is done rapidly. When one does the opposite of what the caller says he takes his seat. This is continued until all have taken their seats.

### **Little Ball Pass Around**

Have the children seated in a circle, shoulder to shoulder, with hands behind backs. One child is in the center of the circle with eyes closed. The others pass a small ball from hand to hand while singing:

Little ball pass along, so merrily on your way;  
You must never stop to rest, 'til we've sung our song.  
When at last we've sung it all and you are hid away,  
He (she) must find you, little ball, or in the center stay.

The player who has the ball keeps it. The one in the center opens his eyes and tries to guess who has the ball, while the rest hum the music softly if the guesser is far from the ball, loudly if near. Three guesses are allowed. If one of these is correct, the player who has the ball goes to the center. Otherwise, the game is repeated with the same player in the center.

### **Old Grady**

The object of the game is to catch someone doing an exercise when Old Grady does not say to do it. Example: Old Grady says, "Attention!" If the command "At Ease" is given and anyone obeys the command he must sit down. However, if the command has been "Old Grady says, 'At Ease!'" everyone should stand at ease. The last one standing wins. He has the privilege of being Old Grady for the next game.

### **Squirrel in Nest**

Arrange the players in groups of three or four. Each group forms a nest by joining hands. One player known as a squirrel is in the center of each nest. There should be several extra squirrels outside of the nests. At the leader's command the squirrels in the nests try to find new nests and those standing outside try to enter the nests. Only one squirrel at a time is permitted to be in a nest. Have the children forming the nests exchange places with the squirrels in order that all may be active.

### **The Serpentine Maze**

Arrange the players in single file with the teacher leading. Have the players join hands. March for-

ward, circling to left and winding up into a spiral. When the spiral is completed, the last player becomes the leader, all turn and wind up again, circling to the right.

Several variations should be used later, such as:

- a. Same as first method without grasping hands.
- b. When wound as tightly as possible, leaving enough space, the teacher circles right from center of spiral and line follows, passing out in reverse spiral.

### SINGING GAMES

#### Hippity Hop to the Barber Shop

The first line of musical notation is for the song 'Hippity Hop to the Barber Shop'. It consists of a grand staff with a treble and bass clef. The time signature is 2/4. The melody is in the treble clef, starting with a quarter note G4, followed by eighth notes A4, B4, and C5, then a quarter rest, and finally a quarter note D5. The lyrics 'Hip-pi-ty hop to the bar-ber shop To buy a stick of can-dy' are written below the staff. The bass line consists of a single quarter note G2 in the first measure, followed by a whole note chord of G2 and D3 in the second measure, and a whole note chord of G2 and D3 in the third measure.

The second line of musical notation continues the song. The melody in the treble clef starts with a quarter note G4, followed by eighth notes A4, B4, and C5, then a quarter rest, and finally a quarter note D5. The lyrics 'One for you and one for me, And one for sis-ter An-nie.' are written below the staff. The bass line consists of a single quarter note G2 in the first measure, followed by a whole note chord of G2 and D3 in the second measure, and a whole note chord of G2 and D3 in the third measure.

Double circle formation, partners hold inside hands, face in line of direction.

Measures 1-4: Hippity hop forward, beginning with right foot, and swing clasped hands backward and forward with each step. Repeat.

Measure 5: Face partner, clap hands and stretch arms toward partner waist-high, with palms facing upward.

Measure 6: Clap hands and place tips of fingers on own chest.

Measures 7 and 8: Clasp right hands and hippity hop in circle around to left, and on to the next partner to the right; or circle in place and do not change partners.

### Pease Porridge Hot

Pease por-ridge hot,  
*Chorus* Tra, la, la, la,

Pease por-ridge cold,  
tra, la, la, la, etc.

Pease por-ridge in the pot nine days old.

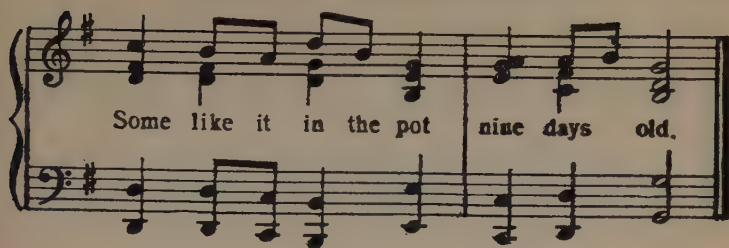
Some like it hot; Some like it cold,



A SINGING GAME







Form a double circle, partners facing.

Line 1: Clap both hands to thighs; clap own hands together; clap partner's hands. Repeat.

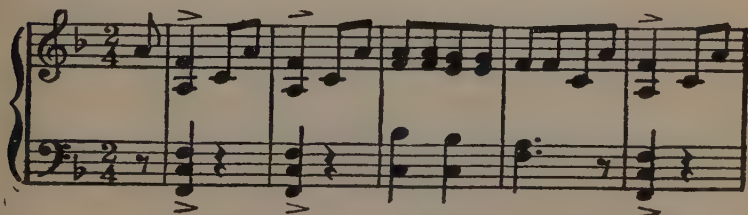
Line 2: Clap thighs; clap own hands; clap right hands only; clap own hands; clap left hands only; clap own hands; clap partner's hands.

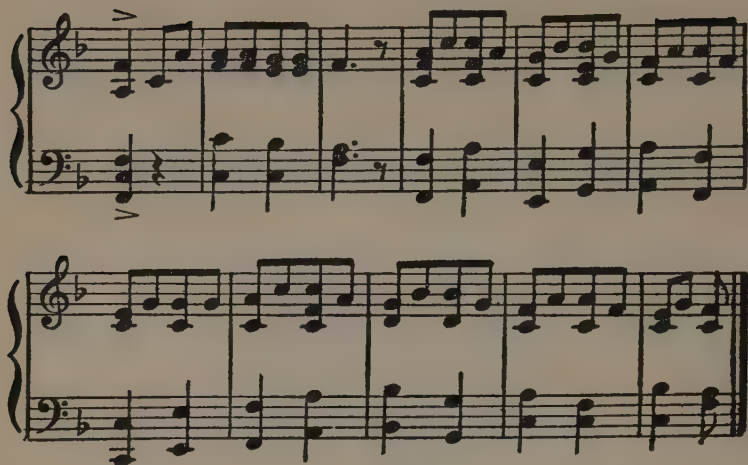
Lines 3 and 4: Repeat action from the beginning. (Counts 1, 2, 3; 1, 2, 3; 1, 2, 3, 4, 5, 6, 7.)

Chorus: All raise arms sideways (hands joined), and take sixteen sliding steps around the circle to the left; then sixteen in the opposite direction. During the last measure all move to the right and take new partners.

Repeat from the beginning with new partner.

## I See You





Arrange in groups of four. In each group, the partners stand one behind the other, facing another couple a short distance away. Number one of each couple is in front with hands on hips, number two behind with hands on shoulders of number one.

I see you.

Number two bends to right looking at other number two over partner's shoulder. (One measure.)

I see you.

Number two bends to left. (One measure.)

Tra la, la, etc.

Number two bends quickly right, left, right, and holds position. (Two measures.)

Repeat words. Number two begins, bending to left.  
(Four measures.)

If I see you, then you see me;  
If I take you, then you take me.

All clap, numbers two going to right of partner, skip forward, join both hands, and turn each other around.  
(Four measures.)

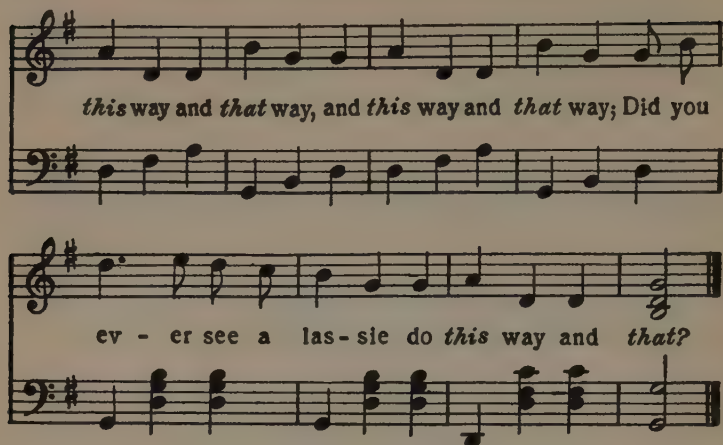
If you see me, then I see you;  
If you take me, then I take you.

All clap hands. Numbers two join hands with own partners, turn them around and on last note finish in first formation with number two in front this time.  
(Four measures.)

### Did You Ever See a Lassie?

Did you ev - er see a las-sie, a las-sie, a

The first system of musical notation is for the song 'Did You Ever See a Lassie?'. It consists of a treble and a bass staff. The key signature has one sharp (F#) and the time signature is 3/4. The melody in the treble staff begins with a quarter note G4, followed by an eighth note A4, a quarter note B4, a dotted half note C5, and then a series of eighth notes: D5, E5, F#5, G5, A5, B5, C6, D6, E6, F#6, G6, A6, B6, C7, D7, E7, F#7, G7, A7, B7, C8, D8, E8, F#8, G8, A8, B8, C9, D9, E9, F#9, G9, A9, B9, C10, D10, E10, F#10, G10, A10, B10, C11, D11, E11, F#11, G11, A11, B11, C12, D12, E12, F#12, G12, A12, B12, C13, D13, E13, F#13, G13, A13, B13, C14, D14, E14, F#14, G14, A14, B14, C15, D15, E15, F#15, G15, A15, B15, C16, D16, E16, F#16, G16, A16, B16, C17, D17, E17, F#17, G17, A17, B17, C18, D18, E18, F#18, G18, A18, B18, C19, D19, E19, F#19, G19, A19, B19, C20, D20, E20, F#20, G20, A20, B20, C21, D21, E21, F#21, G21, A21, B21, C22, D22, E22, F#22, G22, A22, B22, C23, D23, E23, F#23, G23, A23, B23, C24, D24, E24, F#24, G24, A24, B24, C25, D25, E25, F#25, G25, A25, B25, C26, D26, E26, F#26, G26, A26, B26, C27, D27, E27, F#27, G27, A27, B27, C28, D28, E28, F#28, G28, A28, B28, C29, 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All of the players but one form a circle, clasping hands. They circle around, singing the first two lines of the verse. While they are doing this, the odd player stands in the center and illustrates some movement which he chooses for the others to imitate. During the last two lines of the verse the players stand in place, drop hands, and imitate the movements of the center player, which he continues in unison with them.

When a boy is in the center, the word "lassie" should be changed to "laddie."

#### STORY PLAYS

##### Building a Fire in a Stove

1. Go down the stairs.
2. Chop some wood for kindling. Kneel on one knee. Hold hatchet in one hand and wood with the other.

3. Carry armful of wood upstairs.
4. Lay the fire. Stoop and pick up papers, then put them in stove, and put some kindling in.
5. Some kindling is too long. Break it over edge of stove.
6. Light fire with matches. Breathe deeply and blow out each one of the matches after lighting the fire with them.

### Circus

1. March around room to reach circus tents.
2. Climb up on horses and ride.
3. Acrobats pull themselves up on trapezes and swing.
4. Walk the tight rope. (With arms out at side, walk in a straight line.)
5. Skip about the room as clowns.
6. Breathe deeply as if filling rubber balloons.

### Fishing

1. Dig bait. One foot raised as if placed on a shovel, with hands on handle. Push shovel into the ground. Then stoop and throw dirt, first to right and then to left.
2. Row out in the boat. Sit on desk facing back of room, feet on seat.
3. Throw line into the water.
4. Pull in big fish, hand over hand. Repeat from both sides of boat.
5. Row to shore and walk home with a heavy string of fish.

**Making Garden**

1. Reach for hats and coats. Get spades.
2. Run to garden.
3. Look up to see if the day will be pleasant.
4. Spade garden.
5. Pick up stones and throw into piles.
6. Plant seeds from a bag.
7. Run through paths in the garden.
8. Breathe deeply several times.

**Indian**

1. Form a circle and dance Indian War Dance.
2. Scout through the woods, looking for the enemy. Children walk on tiptoe.
3. Sit on desks and paddle canoes.
4. Kneel on one knee and shoot arrows.
5. Pick up wounded enemy and carry on backs.

**Ironing**

1. Take in the clothes, reaching up and taking off clothes pins. Fold clothes and lay them in the basket.
2. Carry clothes basket into the house.
3. Sprinkle the clothes, then shake. (Spread smoothly on desk and sprinkle.)
4. Place irons on the stove. Stoop to get irons from beneath the stove; then stand up straight and place irons on stove.
5. Iron the clothes, using desk as ironing board.

**Picking Apples**

1. Children go to one end of the room for a basket.
2. Walk back again to the apple tree.

3. One child climbs the tree and another gives him a little push upward.
4. Four children stand at the bottom, holding out a large cloth.
5. The child in the tree throws the apples down and the other children catch them in the cloth.
6. Two children remove the apples from the cloth and place them in the basket.
7. When the basket is filled the children take turns in carrying it home.

### **Picking Corn**

1. Drive horses to the field.
2. Tired, so breathe in—out.
3. Wind blows through the corn; hands raised upward; sideward; down.
4. Pick corn; arms outward; forward; upward stretch, putting the corn in the wagon.
5. Some corn was dropped; stoop, pick up corn, put it in the wagon.
6. Ready to go home; the horses are tired so they walk very slowly.
7. Back home again; tired, so breathe in—out.

### **Playing in the Wind**

1. Skip out and play. (Two rows may skip around two rows of seats.)
2. Look up and point to the wind clouds.
3. Make a weather-vane. Stretch out arms at sides. Slowly twist trunk to right and left.
4. Fly a kite. Toss kite into air, run a few steps,



- and watch the kite. Haul in kite and wind string.
5. Make a windmill. Stretch right arm over head, with left arm describe the motion of a windmill.
  6. Represent trees swaying in the wind.
    - (a) Fluttering of leaves (fingers).
    - (b) Bending of branches (arms).
    - (c) Finally swaying entire tree (body).
  7. Toss some light object into the air, as a feather. Blow to represent the wind.
  8. Mother calls.

### **The Sailor**

1. Sit on the desk, facing to rear; row the boat.
2. Climb on the large boat by means of rope ladder.
3. With feet spread apart pull up anchor.
4. Hoist the sails.
5. Steer the ship.
6. Let down the lifeboats.
7. Row back to shore.
8. Skip on the sand after landing.
9. Breathe deeply.

### **TAG GAMES**

#### **Bluebird**

Any small object is used; a piece of chalk will do very well. The children are told to go to sleep. Their heads are laid down on their arms, while one hand is laid on desk, palm up. While they are asleep the one who is "It," the bluebird, tiptoes quietly among the players and drops the chalk in someone's open hand.

This is the signal for the sleeping child to awake. When he jumps up to catch the bluebird, all the other children may awake also. The child who has the chalk must tag the bluebird before she can reach the seat just vacated. The child with the chalk must guard his seat. He cannot cross the aisle except at his own seat, but may run up and down the aisles. If the bluebird is tagged she must be "It" again.

### **Still Pond**

One child is blindfolded. The others may walk about until he says, "Still pond, no more moving." After this signal they must remain perfectly still while the child who is blindfolded endeavors to catch one of them. When he succeeds in doing this he must guess his captive's name. If he guesses correctly that child becomes "It." If he guesses incorrectly, he must release his captive and start over.

### **Turtle Tag**

The players scatter about over the floor and several are made "It." They try to catch others, who can be safe only by dropping to the floor and holding feet and arms in the air. The game continues until all have been caught.

## CHAPTER XIX

### ACTIVITIES FOR THIRD GRADE

#### CIRCLE AND GROUP GAMES

##### **Circle Bowl**

Have the pupils form a large circle. Count off by twos, "One, two; one, two," etc., placing those numbered one in one team and those numbered two in the other. In the center of the circle arrange four Indian clubs in a square. The players in succession endeavor to knock down the clubs by rolling a ball or stone. Each club knocked over counts one for the team which knocked it down. Set the club up after it is knocked down. The team that has scored the most points after each player has bowled once wins.

##### **Corner Spry**

Divide the pupils into four groups, stationed in four corners of the room. Each group has a captain who stands in the center, with a bean bag, and faces his group of players, who stand in a row. Each captain throws his bean bag to the head player in his row. The bag is thrown back to the captain, who tosses it to the next one, and so on until all the players have tossed. Then the captain calls, "Corner Spry," and runs to the

head of the row, and the last player becomes captain. That group wins which first has had all of its players in the captain's place.

### **Ditch Pull**

The players are divided into two teams and stand on two parallel lines two feet apart. At the command of a leader each child reaches across the ditch and endeavors to pull an opponent across. Team mates may assist each other in pulling an opponent across the ditch. At the end of three minutes the players are counted and the side having pulled the greatest number across the ditch wins.

### **Games That Jack Plays**

One player starts the game giving an action sentence, as "Jack can hop," and carries out the action by hopping. The next player repeats this sentence and action before giving an additional sentence and action. The third player repeats both the first two sentences and actions before adding the third. The game continues until someone forgets.

### **Hide the Ball**

The children sit in a circle. A small ball or other object is passed around. The one chosen to be "It" tries to detect the location of the ball. When he names correctly the person who has the ball, that person must go to the center and the player who was "It" joins the circle. The players use every means to conceal the location of the ball, but it must be kept in motion.

### **Grunt**

The children form a circle with one child standing in the center. The child in the center of the circle is blindfolded and given a stick about three feet long. The players in the circle join hands and go around slowly, keeping very quiet.

The one in the center hits the ground or floor with the stick as a signal for the players to stop. The player in the center touches a player in the circle with the stick. The one touched takes the end of the stick, places it to his mouth, and grunts like a pig three times. The player in the center places the other end of the stick to his ear. Each time the player grunts, the center player is to guess the name of the player who grunted. If he guesses correctly in one of the three guesses the person whose name was guessed must take the center position. If he does not guess correctly by the third time, the game starts again as at the beginning with the circle going around slowly until the center player halts the players again.

### **Jack in the Box**

One child is "It" and he takes his place at the front of the room. The rest of the players stand in the aisles.

The child who is "It" says, "Jack in the box," and the children bend their knees. He says, "Jack, out of the box," and they stand. He may say, "In the box," and if any child bends his knees he must take his seat. He is out of the game. The word "Jack" must always be used in the command or it is not effective. The

winner of the game is the one who is standing when everyone else is seated.

The commands should be given rather quickly, and the children must be alert or they will have to take their seats.

### **Mail Man**

The players form a circle. Each chooses the name of a post office which may be that of any city. One player, the mail man, stands in the center. He then asks each one in order what post office he represents, and they answer. He calls the names of two or three post offices and those whose names he calls must change places. The mail man then tries to get a place during the exchange and the one left out is the mail man. If the players do not change places promptly the mail man may count ten, and any player who has not left his place must give it up, and change with the mail man.

### **Months of the Year**

Arrange twelve children in a semicircle and name each child a month. Another child is designated the leader. He calls the name of a month and as he does so he bounces a large rubber ball. The child whose name is called must catch it and bounce it back. Those who fail to catch the ball when their names are called are out of the game and must pass to their seats. The child who remains standing the longest wins the game and is the leader in the next game.

### **Squirrels in Trees**

The players stand in groups of three forming hollow trees by placing their hands on each other's shoulders. In each tree is a player representing a squirrel. There is also one odd squirrel without a tree. The teacher or leader claps her hands, when all of the players must run for other trees and the odd squirrel tries to secure a tree. The one who is left is the odd squirrel the next time.

### **The Fox and the Farmer**

The children form a circle holding hands. One child represents the farmer, another the fox. The fox is trying to get away from the farmer, and the farmer is trying to catch the fox. Those in the ring with hands joined try to help the chased (fox) and hinder the chaser (farmer).

The fox and the farmer run in and out of the ring. When the fox is caught he chooses someone to act as fox. The farmer chooses another to act as farmer.

### **Ring on the String**

Have the players seated in a circle. Secure a piece of string long enough to reach entirely around the circle. Place a ring on the string, and tie the ends of the string together. Have each child who is seated in the circle grasp the string, and pass the ring from one child to another without exposing it. Have one child in the center as "It," whose purpose it will be to guess who has the ring. When he guesses correctly who has the ring, that person is "It."



### **Ruth and Jacob**

Have the children form a circle with one in the center blindfolded. If the one in the center is a boy he is Jacob, and if a girl, she is Ruth. The child in the center turns around three times and indicates, by pointing, a member of the opposite sex who is to step into the circle. If the pupil who is blindfolded is a boy he will call, "Ruth," and the girl must answer, "Jacob." He then tries to catch her. When he catches her he must endeavor to tell her name. If he guesses correctly, she is blindfolded and the boy rejoins the circle. If he guesses incorrectly, the girl rejoins the circle, and he must catch someone else. The players may change their voices so as to make recognition difficult.

### **Who Is It?**

Have the children form a circle. One child is blindfolded and placed in the center. Children in the circle rotate until they are given a command to stop. The child in the center points to someone in the circle and asks, "Who is it?" The child pointed to answers, "It is I." If the child in the center guesses the name correctly, the child named exchanges positions with the one in the center.

### **Wreck Train**

The players are seated. One member of the group who directs the game names the children for names of cities. When they are all named the one standing in front of the group says, "I want to go from New York to Chicago." The persons having the names of these

cities exchange seats. While they are exchanging seats the player in front of the group tries to steal a seat. The one cheated out of a seat is the director for the next time. If he wishes to have a wreck, he calls out "Wreck Train!" All players must change places. He tries to steal a seat during the commotion of changing.

### **Snatch the Handkerchief**

Arrange the children in two parallel lines, facing each other, with an equal number of children in each line. Have the children in each line count off, beginning the count with number one. After each child is sure of his number, rearrange the children so that children having the same number will not be directly opposite each other. Place a handkerchief or other small object on the floor between the two lines of children. When the teacher announces a number such as "five," each child who has been assigned that number endeavors to get the handkerchief before the other child can get it. If he is successful one point is scored for his side. If both children touch the handkerchief at the same time, a tie is declared and no point is scored for either side. That side wins which scores the most points at the end of a given time.

## **GOAL GAMES**

### **Animal**

Two goals are marked off at opposite ends of a playing area. Place all the players except the one who is "It" in the same goal. They are divided into groups of three or four and each group is given the name of an animal.



THIRD-GRADE CHILDREN PLAYING "SNATCH THE HANDKERCHIEF"



The child who is "It" stands between the two goals and calls the name of an animal. All those bearing that name must run and try to reach the other goal without being caught. All who are caught become "It," and must assist in catching the other players. The game continues until all have been caught. The one who was caught last is "It" for the next game.

### **Brownies and Fairies**

Establish two goals, from 30 to 40 feet apart. The players in two equal groups stand on the goals. One group (fairies) turn their backs while the other (brownies) creep up as quietly as possible. One fairy is watching and when the brownies are near she calls, "Look out for the brownies!" The fairies then chase the brownies to their goal and tag as many as they can. All who are caught become fairies. Then the brownies turn their backs and the fairies come up quietly, etc. The side having the greatest number at the end of a designated period wins.

### **Pussy in the Corner**

Several goals are located about the playground at corners of the buildings, etc. There should be more players than goals. The players at the goals endeavor to change places and those who have no goal try to take a goal while they are changing.

## **RELAY GAMES**

### **Automobile Relay**

The first child in every alternate row at a given signal leaves his seat by the right side and runs forward around

his desk and then to the rear on the left side, completely encircling his own row of seats. As soon as he is seated the next child back of him runs in the same way and this continues until the last child has run and has returned to his seat. The other rows then race in the same way, and finally the winning rows race. At the start the leader for each row names the automobile it represents.

### **Bean Bag Relay**

Place a bean bag on the front seat of each row. At a given signal the child in the front seat of each row rises, takes the bean bag, runs down one aisle and up the other, and places the bean bag on the desk of the second child in his row. When the bean bag reaches the child in the last seat in the row he brings it to the front seat. The row that succeeds in getting the bean bag to the front seat first is the winner.

### **Basketball Pass**

Have two children choose sides. Each side forms a line, facing the front of the room. A basketball is given to each leader, who should stand at the head of his line. A signal is given and the leaders start passing the ball back over their heads to the ones behind them. This is kept up until the ball reaches the last pupil in the line. This child runs to the front of his line with the ball and passes it back over his head, the same as the leader has done. This is continued until the leader is the last one in the line. When the leader receives the

ball he runs to the front of his line and holds the ball in front of him. The leader who gets back to his place first wins the game.

### **Walk and Run Relay**

The teams line up in relay position. At the command, "Go," the first child starts and walks to the opposite goal, which for this race should be at least 100 feet away. As soon as he has touched the opposite goal with hand or foot he turns and runs back to the starting point, touches the second child, who in turn walks to the goal and runs back the same as did the first child. In walking one foot must be in contact with the ground all the time. This continues until the last man has been touched and has returned to the starting point.

### **Book Relay**

This game requires an equal number of players in each row. The first child in each row places three books on top of his desk. At a given signal from the teacher or a pupil, the first child in each row takes a book to the front of the room, returns for the second, and then for the third book, placing them in a neat pile. The second child (after the first one is seated) gets the books one by one and makes a neat pile on the first desk in his row. The third child then piles them in the same place as did the first player, etc. The row wins which first has had all of its players play and the books returned in a neat pile on the desk where they were first found.



**Flag Race**

The players are seated at their desks. Rows need not be full but there must be the same number in each row. Choose a player to stand in front of each row to hold a flag, and another to stand at the rear of each row. At a signal the rear player of each row rises, runs to the front, takes the flag from the one holding it, carries it to the one standing at the rear, and takes his seat. As soon as he is seated the next player goes and takes the flag back to the player in front. This continues until all have run. Be sure that no team has an unfair advantage because of the position taken by the flag holder.

**Scarf Relay**

Divide the group into teams of one row each. In front of each row, six or eight feet distant, place a chair with a scarf tied to it. The first child in each team is the captain. He runs to the chair, unties the scarf and brings it to the child sitting behind him. That child in turn runs to the chair, reties the scarf, and returns to his seat. The next child runs to the chair, unties the scarf, etc., until each child has participated. That team wins which finishes first.

**SINGING GAMES****Round the Mulberry Bush**

The children join hands in a ring and skip round, singing:

Here we go round the mul-ber-ry bush, The

mul-ber-ry bush, the mul-ber-ry bush;

Here we go round the mul-ber-ry bush, On a

cold and frost - y morn - ing.

Then they determine what kind of work they shall do and, standing in place, play out whatever they decided upon. For instance, if washing the face is chosen, each vigorously washes his face while singing:

This is the way we wash our face,  
Wash our face, wash our face;  
This is the way we wash our face,  
On a cold and frosty morning.

On the words "On a cold and frosty morning" all shiver and, pretending to wrap shawls closely about their shoulders, turn completely around.

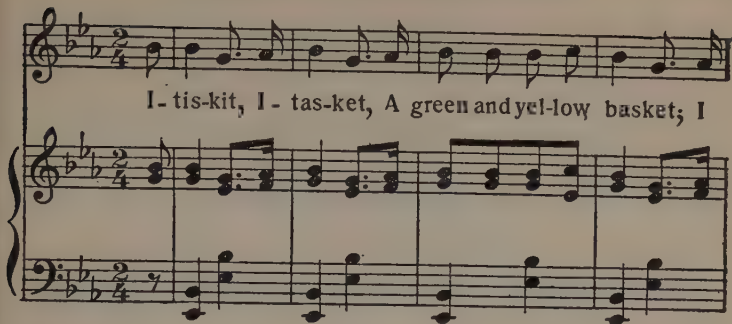
Repeat "Here we go round the mulberry bush," as in the beginning. The children then suggest various activities, such as combing hair, brushing shoes, mending clothes, etc.; and when their resources are exhausted, they release hands and sing, "This is the way we go to school," etc., walking very slowly and reluctantly. Turning about and skipping gaily in the opposite direction, they wave their hands and sing, "This is the way we go home from school," etc.

The verse "Here we go round the mulberry bush," etc., is sung between all but the last two verses.

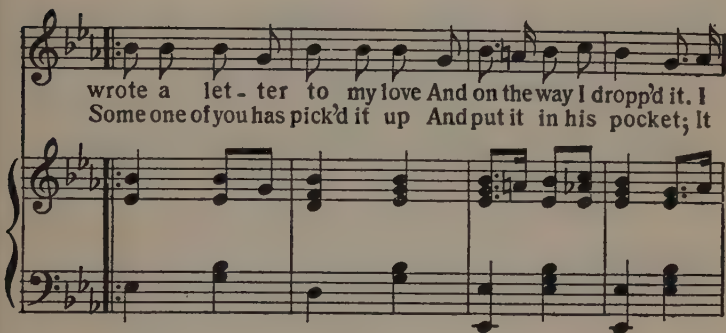
As the children become familiar with the game, the verses are sung without stopping; the leader simply pauses on "This is the way" until a child suggests the activity, then all take it up and the game continues.

### **Itiskit, Itasket**

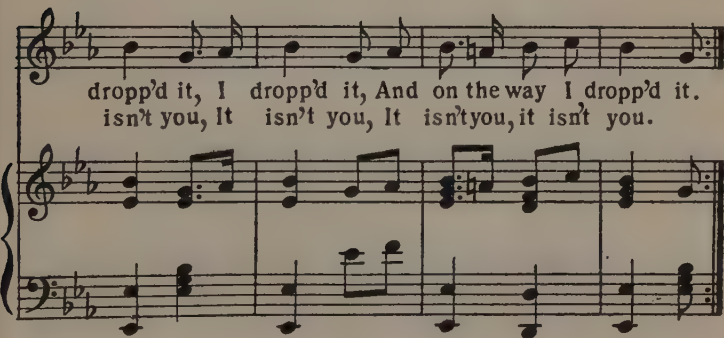
Form a circle with one on the outside who runs with a handkerchief singing:



I - tis-kit, I - tas-ket, A green and yel-low basket; I



wrote a let - ter to my love And on the way I dropp'd it. I  
Some one of you has pick'd it up And put it in his pocket; It



dropp'd it, I dropp'd it, And on the way I dropp'd it.  
isn't you, It isn't you, It isn't you, it isn't you.

He then drops the handkerchief and says "It is you." The one behind whom the handkerchief is dropped runs around the circle in the opposite direction trying to beat "It" to the vacant place. The one who is left out is "It."

### Pop Goes the Weasel

Players form a double circle. The partners hold their inside hands with their outside hands on hips.

Measures 1 and 2: Start with the right foot. Step, step, step, and point left.

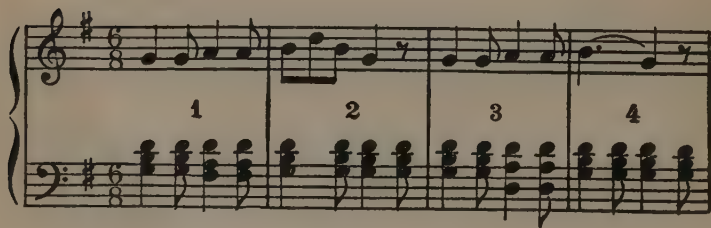
Measures 2 and 3: Start with the left foot. Step, step, step, and point right.

Measure 4: Step right and place left foot behind, bending knees.

Measure 5: Step left, and place right foot behind, bending knees.

Measures 7 and 8: Girl skips around under the boy's right arm, which is held high. Sing "Pop goes the weasel."

Repeat in the opposite direction.



Three systems of piano accompaniment for a song. Each system has a treble and bass staff. The first system has measures 5-8, the second 1-4, and the third 5-8. The key signature is one sharp (F#). The first system includes dynamic markings like accents (>) and slurs. The second system has measure numbers 1, 2, 3, and 4. The third system has measure numbers 5, 6, 7, and 8.

# Round and Round the Village

Form a circle and join hands. One child skips around the outside while the rest sing:

Musical notation for the song "Round and Round the Village". It shows a treble and bass staff in 4/4 time with a key signature of two flats (Bb, Eb). The lyrics "Round and round the vil-lage, Round and round the vil-lage," are written below the treble staff. The melody is simple and repetitive, suitable for a circle song.





## TAG GAMES

**Cat and Rat**

The players form a circle and join hands. One player is the cat and is outside; another is the rat and is inside. The cat tries to catch the rat. The players help the rat by letting him run under their arms but they endeavor to stop the cat. When the rat is caught the play stops while the cat selects another child to be cat and the rat selects another to be rat.

**Crows and Cranes**

Formation: two lines of players, back to back with about one yard interval.

One line is designated as the crows and the other, the cranes. If the teacher calls out "Cranes," the cranes will rush forward about thirty feet across a safety line, and the line designated as crows will turn around and attempt to tag the opposing players before they have covered the distance to the safety line. Those who are tagged must go over to the other side. The side having the largest number of players at the expiration of a given time wins.

**Fisherman**

One child is chosen fisherman and all the others are fish and are lined up at one end of an open space. At a signal, they all run, making motions as though they were swimming, and try to swim to the other end. If the fisherman catches any fish they immediately turn into fishermen and help catch the rest. The game is

continued until all are caught. The child who was caught last is the fisherman in the next game.

### **Freeze Out**

The players form a double circle with the players of one circle facing the players of the other. Two players directly facing each other are considered partners. Choose one player for a chaser and another for a runner. The runner may run around or between the players and may become safe by stopping between any group of two players, thus forming a group of three. The one whom he faces becomes his partner. The other one is frozen out, and becomes the runner. The player who finds himself the one frozen out hastens to find a new partner before the chaser can tag him. The one who is tagged at once becomes chaser, and should tag the one who caught him if possible. Quick changes should be encouraged.

### **Last Man Up**

One player is chosen to be runner, and one to be chaser. The rest of the players remain seated. The first object of the game is for the chaser to tag the runner. Should he do this, they immediately change rôles. The runner saves himself from being tagged by standing at the rear of any row of seats and calling, "Last man up." As soon as he does this, the one sitting in the front seat of that row of seats becomes liable to tagging by the chaser, and must immediately get up and run. As soon as he has left his seat, the entire row moves forward one seat, leaving a seat at the rear

for "last man." All the players must be very alert, especially those sitting in the front seats.

### **Tommy Fiddler's Ground**

The ground is divided by a line into two equal parts. One of these belongs to Tommy Fiddler, who stands on his side of the line and may not cross it. All of the other players are on the other side of the line, and venture across the line into Tommy Fiddler's ground, taunting him with the remark:

I'm on Tommy Fiddler's ground,  
Picking up gold and silver.

Tommy may tag anyone on his ground, and anyone so tagged changes places with him.

### **The Farmer Is Coming**

One player, chosen to be the farmer, is seated. The remaining players standing at a distance select a leader who taps some of them on the shoulder as an invitation to go with him to the farmer's orchard for apples. Thereupon, they leave their home ground, which has a determined boundary, and approach as near to the farmer as they dare. The game is more interesting if they can do this from various sides, practically surrounding him. Suddenly the farmer claps his hands and all players must stand still while the leader calls out, "The farmer is coming." The players then try to get safely back to their home ground, the farmer chasing them. He may not start, however, until the leader has given his warning. Any player caught by the farmer changes places with him.

### **Slap Jack**

In the schoolroom this game is played with all the pupils seated except one. The odd player walks or runs through the aisles, touches a player, and runs on around the room in the direction he is going. The one touched at once leaves his seat and runs around the room in the opposite direction. The one wins who first gets back to the vacant seat. Dodging through aisles to shorten distances is not allowed.

### **Letting Out the Doves**

The players stand in groups of three. One in each group is the master, one is the dove, the third, a hawk. The dove stands in front of his master holding him by the hand. The hawk stands behind the master. The master sends the dove away and the dove darts away as if flying. After the dove starts, the hawk pursues exactly over the same route endeavoring to catch the dove. The master may clap his hands at any time, when the dove may return, but not until that signal is given. Change the assignments of the children frequently in order that all may participate in the running.

## CHAPTER XX

### ACTIVITIES FOR FOURTH GRADE

#### CIRCLE AND GROUP GAMES

##### **Tag Ball**

Use a soft ball or some other object. Form a circle with one child outside the circle who is "It." The ball is passed about from one child to another inside the circle and "It" tries to tag the one who has the ball. If he succeeds they change places.

##### **Catch the Handkerchief**

The players stand in a circle, their hands open behind their backs with the palms up. The one who is "It," runs outside of the circle, drops the handkerchief into the palms of a player and runs on in the same direction he has been going. As soon as a player feels the handkerchief in his hand, he also runs outside the circle, but in the opposite direction to that taken by the first player. Both try to reach the open space which was occupied by the player who received the handkerchief. When they meet on their run around the circle, they pass each other on their left sides. Whoever reaches the open space last is "It" for the next play.

##### **Cheesit**

One child is "It." This child closes his eyes and counts to ten. After ten or at any time between the

numbers one to ten, the word "Cheesit" is called and "It" opens his eyes. While "It" is counting, the players all run as far as possible before the word "Cheesit." If the counter upon opening his eyes sees anyone still moving after the word "Cheesit," that person must come back to the starting place and start again. They progress until they have reached a designated goal and then the players turn and return to the starting place in the same way. The one who reaches the starting place first wins the game.

### **Come with Me**

To play this game, all the children except one must stand in a circle. The child outside of the circle runs around the circle and touches a child on the back, and says, "Come with me." These two children run in opposite directions. When they meet they take hold of hands, swing once around, and then race for the vacant place. The one who reaches the vacant place last must take the place outside the circle and the game starts over again.

### **Have You Seen My Sheep?**

All the children join hands and form a circle with one child outside the circle. The one on the outside touches one of the players on the back and asks, "Have you seen my sheep?" To this question the other replies, "No, how was it dressed?" The first child then describes a player who, when he recognizes himself, must run around the circle and try to regain his place without being tagged by the one outside the circle.

**Follow the Leader**

One player is the leader and runs at the head of a line of the others. He runs in and out, hopping and clapping his hands. Any player who fails to follow the leader and do as he does, must drop out of the game. The game continues until all have been eliminated.

**Do as I Do and One Thing More**

One player stands before the group and touches some object, or does something, saying, "Do as I do and one thing more." Then he names one of the group to take his place. If the one named does it right he may call on another; if he cannot do as he was told he must take his seat and someone else takes his place. This continues until they go around the group. The larger the group the more interesting the game.

**Observation**

There should be placed on the teacher's desk from six to twenty different objects. The more uniform the objects are in size and color, the more difficult will be the test. The desk should be shielded so that the pupils cannot see the objects, except as they march past. Then returning to their seats at once they write down all they have seen. This game is a test of visual memory.

**Pass the Clothes Pins**

The pupils stand in two lines facing each other. Give the first pupil in each line (the leaders) twelve clothes pins. The side that can pass these down their line and back to the leader first wins. The leader must put



all the clothes pins on the floor in front of the one next to him. This one must pick them up, and place them on the floor in front of the one next below him. He must have all of the clothes pins in his hands before he can lay them down. If he drops any he must pick them up before placing any in front of his neighbor.

### **Rabbit in the Tree**

One child is chosen to be the rabbit, and another, the hunter. The remaining children arrange themselves in circles of four. One child from each small circle enters the circle and becomes a rabbit whose home is in that tree. The three children join hands and the rabbit is in the center. There should be several such small circles with a rabbit in each tree, or circle.

At a given signal, the rabbit is pursued by the hunter. The pursued rabbit seeks refuge in one of the trees, or circles. He should be permitted to go into any tree he desires. When he enters the tree, the rabbit already there jumps out and he is then chased by the hunter. He also may enter another tree, and so the game continues. When the hunter succeeds in catching a rabbit, the rabbit then must become the hunter. A new rabbit is chosen from among those composing the trees.

It is desirable to change the children who make the trees and let them be rabbits. This insures all taking an active part.

### **Spin the Platter**

All players are numbered and seated in a circle except one who stands in the center and spins a platter or tray.

As he starts spinning it, he calls any number he chooses and the player bearing that number must at once spring forward and try to catch the platter before it ceases to spin and falls to the floor. If successful, he returns to the circle. If not successful, he takes the place of the spinner.

### **Still Water**

All of the players form a circle. One player is blindfolded and placed in the center. The others circle around slowly. At a signal someone calls, "Still water!" and turns the blindfolded one around three times. When "Still water" is called everyone must stand still. The one blindfolded then tries to catch the others. If he comes near anyone, that one may dodge, but may not take more than three steps. If he catches one of the players the blindfolded one tries to guess who it is. If he cannot guess correctly in three tries he must let his prisoner go and try again. If he guesses correctly the two change places, and the game is resumed.

### **Bean Bag Box**

A box about six inches square should be fastened into one about twice that size and that into a third, leaving about six inches' margin between the boxes. This should be set up on a slight incline about ten to twenty feet from a throwing line. Each player equipped with six bean bags takes his place in turn on throwing line, and throws all six bags at the boxes. Whoever throws a bean bag into the smallest box scores fifteen points,

one into the middle box, ten points, and into the outside box, five points. The one who first scores a hundred points wins.

### **Call Ball**

Form a circle and have one child in the center with a rubber ball. Each child in the circle has a number. As the person who is "It" throws the ball up he calls out a number and that person must try to get the ball before it has bounced more than once. If he succeeds he takes the place of the one who was "It."

### **Check Out**

If twenty people are playing, nineteen chairs are used for this game. There should always be one chair less than the number of people playing. The chairs are placed back to back forming two rows. When music begins the children march around these chairs. When the music stops the children all try to get a chair but of course one child will be left out so he must drop out of the game. There are only nineteen children now so one of the chairs must be removed so that there will be eighteen chairs left. Finally there will be but one chair left and two children. The child that gets the chair will be the winner.

If there is no music in the school the teacher or one of the children may give a signal when the children are to sit down.

## **GOAL GAMES**

### **Animal Chase**

Two corners are chosen for pens. One player, called the chaser, stands in one pen. The other players stand

as near the chaser as possible. All of the players are named for animals, there being several players bearing the name of each kind. Thus there may be several foxes, bears, wolves, etc. The chaser calls the name of any animal he chooses as a signal for the players to run. For instance, he may call "Bears," whereupon all of the players who represent bears run to the opposite pen, the chaser trying to catch them. Any player caught before reaching the opposite pen changes places with the chaser.

### **Red Light**

A person is chosen "It" and takes his place between two bases which are about thirty feet apart. All players line up on one base. One who is "It" closes his eyes and counts, "One, two, three, four, five, six, seven, eight, nine, ten," and says, "Red Light." On count one the players leave the base, walking or running to see how far toward the other base they can get before the person "It" calls, "Red Light." Anyone who takes a step after red light is called must go back to the base and start over. The last person reaching the other base becomes "It."

### **Dare Base**

Any number of children may play this game, but the two teams must have the same number of players. Two bases are made about 30 yards apart. The teams are called A and B. Members of team A see how close they can go to the base of team B without getting caught. This is continued by each team, alternately with the opposite team. Any person caught must go to

the opposite base as a penalty. The object of each team is to see how many members or players they can get for their base. The team capturing the largest number of players at the end of a given time wins.

### RELAY GAMES

#### **All Up Relay**

In front of each row of seats draw two circles about eight inches in diameter with the circumferences almost touching. Place an object such as an Indian club in one of each of the pairs of circles. The leader in each row runs forward, changes the object from one circle to the other, runs back and touches the child behind him, who then starts and repeats the action. The row that finishes first wins.

#### **Ball Roll Relay**

Organize the group into two teams of equal number. Two large balls are necessary for this race. The teams line up in relay position at a designated starting point. At the word "Go," the first child on each team starts rolling the ball toward a goal which has been established. In the course of his progress he must never touch the ball with two hands nor may he intentionally cause the ball to leave the ground. It must be propelled by means of slaps and must be in contact with the ground all the time. Each child in his turn rolls the ball to the goal and back to the starting point, whereupon the next child continues in the same manner. The team wins whose last player is able to propel the ball back to the starting point first.

### **Hoop Relay**

For this game we need two hoops. The players form two parallel lines, facing each other. At a signal the first child in each line takes a hoop and passes it over his body, from head down to the feet. He then gives it to the player next to him, who goes through the same performance. This is continued until all the players on one side have finished. The first side through is the winner.

### **Line Ball**

A line is drawn across the front of the room a foot or more from the blackboard and parallel with it. A second line is drawn across the front of the room on the line formed by the front row of desks. A leader is chosen from each row, who stands toeing the line nearest the blackboard, facing his row. There must be an even number of pupils in each row. At a signal, the first child in each row rises and stands toeing the line by the desk, and the leader tosses a ball to the player, who tosses it back to the leader and immediately sits. The second child in the row then takes his place at the line and receives the pass. This goes on until the leader has thrown to all in his row. As soon as this has occurred he runs to the line by the desk and holds up the ball. The line to do this first wins the game.

### **Straight Run Relay**

Two or more teams line up in relay position. The first player on each team, carrying a small stick, runs to a goal at the other side of the ground and returns. He touches off the next child, by handing him the



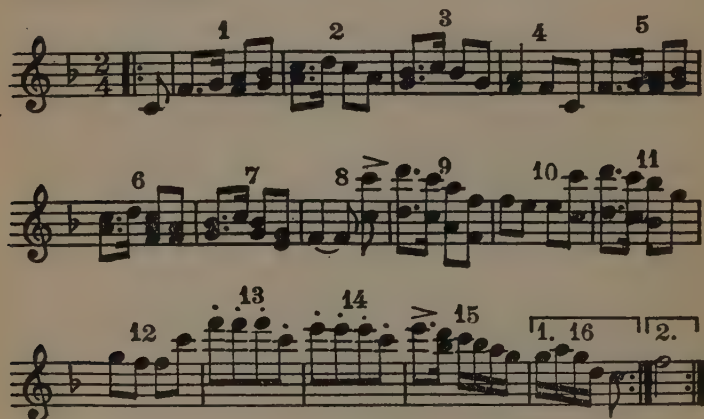
stick. This must be carried by each successive runner throughout the race. The team that finishes first wins.

### Three Indian Club Race

Three lines of players stand at one end of the room with three Indian clubs in front of each line. The first player in each line takes the three clubs one at a time to the other end of the room and places them in a small circle. When the first player has returned to the line the next player in the line gets the clubs one at a time and brings them back to the front of the line. This continues until all have participated. The line that finishes first wins.

### SINGING GAMES AND FOLK DANCES

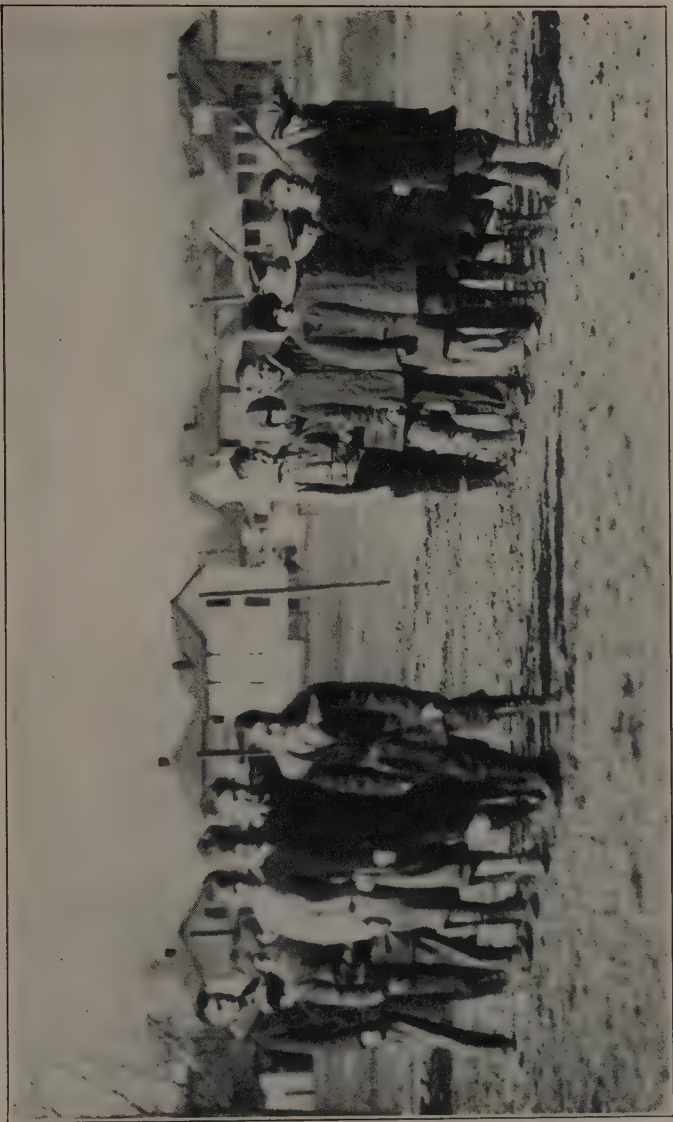
#### Children's Polka



Players form a single circle around room, couples facing each other, hands joined and arms extended shoulder high.



A RELAY RACE





Measures, 1-2: Partners slide to center of circle.

Measures 3-4: Return to places.

Measures 5-8: Repeat.

Measure 9: Clap own thighs, then clap hands in front of chest.

Measure 10: Clap partner's hands three times.

Measures 11-12: Repeat last two figures.

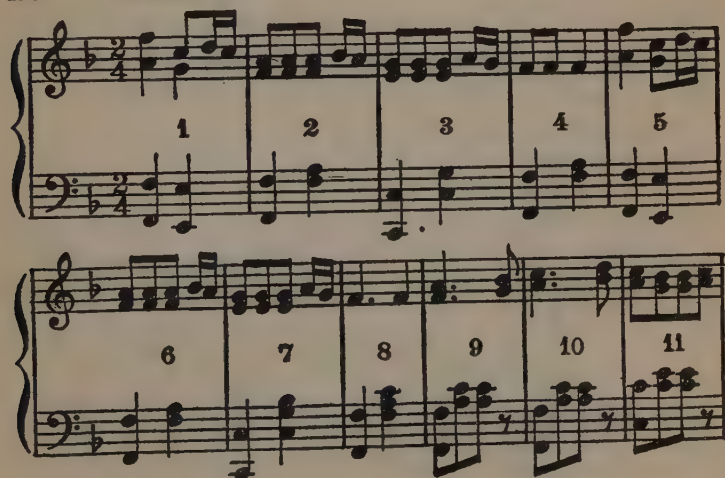
Measure 13: Point right toe forward and resting right elbow in left hand, shake forefinger of right hand at partner three times.

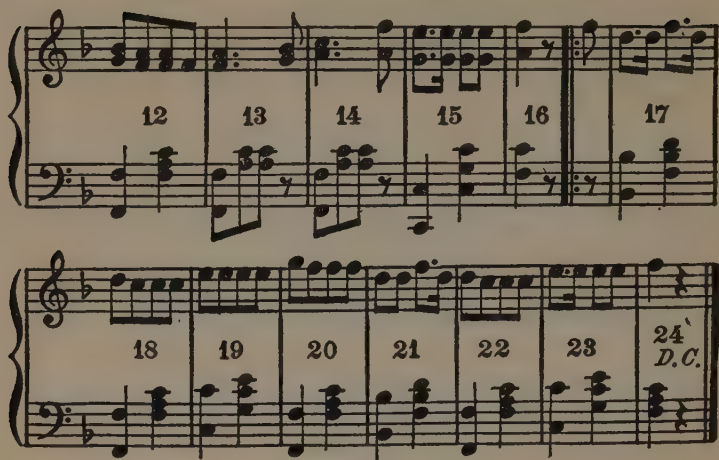
Measure 14: Repeat with left foot and hand.

Measure 15: Jump four times in place, making a quarter turn each time and turning around away from partner.

Measure 16: Stamp three times, beginning with right foot.

### Ace of Diamonds





Partners face each other, hands on hips.

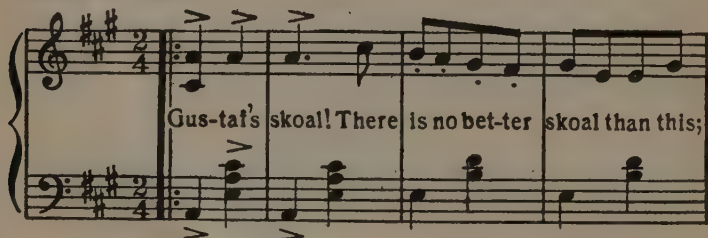
Measures 1-8: Clap hands, hook right arms, polka, stamping on first step, and turning in place. Repeat, hooking left arms.

Measures 9-18: Number one goes backward with four hop steps, number two follows, moving forward. Repeat, number one moving forward, number two backward.

Measures 19-24: Polka forward.

Repeat from beginning.

### Gustaf's Skoal



Gus-taf's, skoal! The best old skoal there is.

CHORUS

Tra, la, la, la, la, etc.

Players are divided into sets of eight as for a quadrille; that is, four couples arranged so as to form a square. Partners join inside hands and place other hand on hip.

Lines 1 and 2: Head couples take three walking steps toward each other, bow, and take three steps back to place and bow to partners.

Lines 3 and 4: Side couples do the same.

Repeat lines 1-4: Action is the same.

Chorus: Side couples form an arch. The head couples walk to center, separate and, taking inside hand

of opposite, walk through the arch nearest them. Returning to place they clap hands once, and with both hands turn partners around in place with three *skipping* steps. Head couples make arches and the sides pass under in the same manner.

#### EXPLANATIONS:

*Quadrille:* A country-style dance of four to eight couples in a square formation.

*Skipping:* Hop on one foot while stepping forward with the other foot.

### The King of France

The King of France with for-ty thou-sand men March'd

up the hill and then march'd down a - gain.

The players stand in two rows or groups facing each other. Each group has a leader who stands in the center and represents a king leading his army.

The game or play is a simple one of imitation in which the players perform in unison some action first indicated by one of the leaders.

The leaders of the two groups take turns in singing the verse, at the same time marching forward during the first line of the verse, and back again to their places during the second line, illustrating the action that is then to be taken by all. The verse is then sung by both groups while advancing toward each other and retreating, performing the movements indicated by the leaders. The movements illustrated by the leaders may be anything suitable to an army of men, the words describing the movement being substituted for the line, "Marched up the hill." Thus:

The King of France with forty thousand men  
Waved his flag and then marched down again.

### STUNTS

#### **Arm Length Tag**

Two players stand facing each other each with one arm extended full length at shoulder level, and try to touch each other without being touched in return. A touch on the hand or arm does not count.

#### **Chinese Get Up**

Two persons sit on the floor, back to back, with arms locked. They try to stand upright.

#### **Pull Across**

The children arrange themselves in two parallel lines facing each other, with a line separating the two groups.



At a signal each child grasps the right hand of his opponent and endeavors to pull him across the line.

### **Finger Feat**

One child places his arms close to his chest with finger tips touching. Another child stands in front of this child, grasping him by the forearms, and endeavors to pull his fingers apart.

### **Frog Jump**

Squat on left foot with the right leg extended side-wise. Draw the extended foot under the body and shoot the other out to the opposite side. Change back and forth rapidly, keeping the upper part of the body as upright as possible.

### **Foot and Knee**

Stand with left foot and leg and left cheek against wall. Lift right foot and touch left knee. Hold the position.

### **Hand Push**

Two children face each other with arms extended and push against palms. Make opponent move one foot off the ground.

### **Head and Heels**

Lie on back across three chairs. Stiffen the back and have someone take out the middle chair.

### **Jump Over**

Face the wall standing on the left foot with the toes of the right foot against the wall six inches

above the floor. Without moving the right foot, throw the left foot over the right, and thus turn completely around.

### **Long Reach**

Kneel on a chair. Another player holds your ankles. Without touching the floor with either hand, reach forward as far as possible and make a chalk line on the floor.

### **Stump Walk**

From a kneeling position, grasp one ankle in each hand. Pull the feet up to the hips, with the back arched, and walk on the knees, keeping the balance.

### **Wicket Walk**

Keep the knees straight and bend forward, touching the ground with both hands. Arms and legs should both be straight. Walk on all fours, keeping the knees straight. Try racing in this position.

### **Crab Walk**

From a standing position bend the knees and squat down until you can reach backward and put both hands flat on the floor without sitting down. Walk or run, face up, in this position.

### **Palm Spring**

Stand three fourths your height from some solid stationary object, as a wall. Lean forward and place one hand against the wall. Attempt to push away to

an upright position without moving the feet. If this is too easy, stand farther back.

### TAG GAMES

#### **Bean Bag Tag**

A runner and chaser are chosen. Each one puts a bean bag on his head and tries to balance it while running, without using his hands. The chaser endeavors to catch the runner. When the runner wants to stop he puts the bag on another child's head and that child becomes the runner. If the chaser catches the runner, the runner becomes the chaser and chooses another child to be the runner.

#### **Black and White**

Form two groups, one called "Whites," and the other, "Blacks." A piece of cardboard with a pencil mark on one side is thrown into the air. If it lands with the marked side up, all the "Whites" drop to the floor and the "Blacks" try to tag them before they can do so. Those tagged are out of the game. The side having the largest number at the end of the game wins.

#### **Cross Tag**

Appoint someone "It." At the signal "Go," "It" chases anyone he wishes. He can chase only this one until he either tags him, or some other player crosses in between him and the chased player. Any player crossing in this manner becomes the party to be chased. If the chased party becomes tagged, the players are reversed, that is, the one that was "It" is chased and the

chased is "It." Anyone running outside of the playing zone becomes "It."

### **Day and Night**

Two parallel lines are drawn across the field, with a space of ten feet between them which is neutral ground. The players line up on each side of this neutral territory. One team is called the white team, and the other the black team. A block of wood having six or more sides, an even number of sides being necessary, is used, which should be painted with half its sides white and half black. The referee rolls this object down the center of the neutral territory. When it comes to rest, if a white side is up, the white team must turn and run for a goal fifty feet away, the other team chasing them. Anyone captured (tagged on the back) is out of the game and his team must continue with those not captured. The team first reduced to three men or less loses.

### **Hill Dill, Come Over the Hill**

A large number can play this game. There are two goals at opposite ends of the playground and two groups of players. One group stands at one end of the playground and the other stands between the two goals. The group in the center calls, "Hill Dill, come over the hill." The group which was challenged runs to the opposite goal. Each child in the center tries to catch an opponent by tapping him three times on the back. When a child is caught he is out of the game. The game continues with the opposite side calling, "Hill Dill, come over the hill." The game continues until all of the players on one side have been caught.

### **Lame Fox and Geese**

One child is chosen as Lame Fox. The Fox has a den at one end of the playground. All the other players are geese and gather at the other end of the playground, and advance toward the fox's den, chanting, "Lame Fox, Lame Fox, can't catch me!" The lame fox then runs until he catches his first goose who is obliged to help him catch the others. Both chasers are then obliged to hop on one foot while catching the other geese, which are thrown into the den when caught. The last one caught becomes the Lame Fox.

### **Stone**

A goal is marked off at each end of the playground. The players form a circle between the two goals. One player is chosen to be the stone, and sits very still in the middle of the circle, while the other players walk or skip around clapping their hands as they go. When the stone jumps up and chases them they run toward either goal. If the stone tags them before reaching the goal, they become stones and must go into the circle and sit down with the first stone.

The players in the circle again skip about the circle. No stone must move until the first stone runs, then all give chase and try to catch the players. The game continues until all are caught. The last one caught is the first stone for the next game.

### **Still Pond**

One player is blindfolded and stands in the center of a circle formed by the other players. These move around

the circle until the player in the center counts ten and calls, "Still pond. No more moving; I give you five steps." He may give any number of steps he wishes. The players take the allotted number of steps in any direction and then stand still. The blindfolded player then tries to catch any one of them and if successful, to guess the player's name. If he succeeds the player changes places with him.

## CHAPTER XXI

### ACTIVITIES FOR FIFTH GRADE

#### CIRCLE AND GROUP GAMES

##### **Beast, Bird, or Fish**

The players stand or are seated, preferably in a circle. One player stands or sits in the center with a soft ball, made by crushing paper or knotting up a handkerchief. This is thrown at one of the players by the one in the center, who quickly says, "Beast, Bird, or Fish"; then repeats one of these and immediately counts ten. Whereupon, the player who has been hit by the ball must name some beast, bird, or fish, according to the one last named by the thrower. For instance, the thrower will say as he throws, "Beast, Bird, or Fish—Bird." The player hit by the handkerchief must name a bird while the thrower counts ten. This must not be a repetition of any bird previously named in the game.

Should the player who is hit by the ball fail to meet the requirement, he changes places with the thrower. Should he succeed, the thrower repeats the game by hitting another player. In the schoolroom this game may be played with all the players but one in their accustomed seats.

An old English form of this game substitutes the



words, "Fire, Air, and Water" for "Beast, Bird, or Fish"; the players being required to name some animal that lives in the air or water when those elements are named, but to keep silent when fire is named. In this form the game is supposed to be a survival of fire worship.

### **Birds Fly**

**Formation:** players in circle with one in the center. The players and the person in circle slap their knees. The player in the center then calls out the name of an animal which flies. All jump into the air, stretching their arms over their heads. However, if the player in the center should mention an animal which does not fly, the players do not jump up. If any person jumps up when he should not, he must take the place of the one in the center.

### **Circle Toss**

Form a circle with players spaced about ten feet apart. All but two or three must hold a bean bag, or a soft rubber ball. At a given signal each child holding a bean bag or ball tosses it to the right as quickly as possible. As soon as a player has tossed the bean bag he must turn to the left and be ready to receive from the one on his left. Occasionally change the direction of the tossing. The game should be continued for not longer than five minutes.

### **Crossing the Brook**

Draw two lines on the floor for the banks of the brook. It should be wider at one end than at the other.

The players form in line and take a running jump across the brook. Those who step into the brook must drop out of line. Those who are successful in jumping continue and jump again. Have them try to jump at a wider place than at first. Standing jump may be used also.

### **Do This, Do That**

A leader is chosen and all the players stand and face him. The leader takes any kind of position he wishes and then says, "Do this," and all must imitate him. But if the leader should say, "Do that," the players are not expected to do it and whoever does must take his seat and drop out of the game.

### **Lemon, Lemon, Lemon**

All pupils stand in a circle except one who is "It" in the center. He points a finger toward someone in the circle, at the same time repeating "Lemon" three times. The child to whom "It" points must name the person to his right before "Lemon" is repeated the third time or he becomes "It" and changes places with the one in the center.

### **Three Deep**

Players form a circle and count off by twos. Each number two will then step back of a number one. Thus a double circle is formed with all facing toward the center. One player must be a runner and another a chaser. The runner may run around or between the players, and may be safe by standing in front of any group of two, thus forming one group that is three

deep. The rear one in such a group immediately becomes the runner and can be tagged by the chaser. The one who is tagged becomes chaser and tries to tag the one who tagged him.

### **Upset the Fruit Basket**

One person should first give each player the name of a fruit. Then they seat themselves in a circle with the person who named them standing in the center. He names two or three different kinds of fruit and the children bearing those names must exchange places. The child in the center tries to get one of these places. If he succeeds, the player left out must call the names. Instead of just naming two or three fruits, one can say, "Fruit basket upset," when all must change places.

### **Stand Ball**

Have the players scattered about an open playing space. The teacher tosses up a basket ball, volley ball, or indoor baseball, and calls the name of a player. While the one whose name was called is getting the ball, the others run as far away as possible. As soon as the player gets the ball he calls, "Stand!" and all must stop. The one with the ball must stop also. He rolls the ball at the other players. No player may move to escape being hit; if he does move, or if he is hit, he becomes "It." The player who becomes "It" then gets the ball and calls "Stand!" and in all ways does as the first one did. As soon as a child is hit the others are free to run away until he calls, "Stand!" after getting the ball. If no one is hit, the same player must continue.

### GOAL GAMES

#### Day and Night

Divide the children into two groups, one group called "Day" and the other, "Night." Each group selects a goal. All take their places midway between the goals. The leader tosses into the air a disc (or coin) black on one side and white on the other. If white comes uppermost, the day players rush for their goal, the night players pursuing. Those who are caught before reaching their goals are out of the game. The remaining players take their places, as before; the disc is thrown and chase is given. When all the players on one side are caught the other side is declared the winner.

#### Midnight

One player is the fox and the others are the sheep. The fox can catch the sheep only at the call of "Midnight." The fox stands in a den in one corner and the sheep in another corner. The fox leaves his den and wanders about the playground. The sheep do likewise and come as close to the fox as they dare. They keep asking, "What time is it?" He answers any hour (such as two or three) and they are safe, but if he says, "Midnight," they run for their fold and the fox chases them. The first sheep caught changes position with the fox.

#### Center Base

All the players are seated except one, who, while standing by a desk in the center of the room (the desk should be marked on top with chalk to distinguish it),



THREE DEEP



tosses a bean bag to another player. That player must catch the bean bag, put it on the center desk, and quickly chase the one who threw it. The thrower tries to get back to the center base and touch the bean bag without being tagged. If he succeeds in this he goes to his seat and the game is repeated with the unsuccessful chaser throwing the bean bag. If he is tagged before touching the bean bag he throws again and the chaser returns to his seat. See that those sitting keep their feet out of the aisles.

### **Prisoner's Base**

Two bases of large size and two prisons adjoining the bases should be marked out. Choose teams of equal number and have each team occupy a base. The object of the game is for each team to make prisoners of their opponents. The special rule of play is that any player can tag and thus capture any player of the opposing side who left his base before that player did. When a player is captured he is placed in the prison adjoining his captor's base. When one is tagged, his captor can take him to prison without being captured. If a player of the same side as a prisoner can tag him before being tagged by the opponents, he may take him home without being captured. That team wins which has the largest number of prisoners at the end of a given time.

## **RELAY GAMES**

### **Bean Bag Relay**

The players are seated at their desks. A bean bag is placed at the front of each aisle on the floor. At the



command "Go," all the players in the front seats run and take the bags and touch the rear wall. They then return to their seats, leaving the bags on the floor at the side of the second seats. The second line of players do the same and the game continues in this way until all have run. That row wins which finishes first.

### **Blackboard Relay**

Arrange the pupils so that there will be equal numbers in each row. At the signal "Go," the first player in each row runs to the board, takes the chalk, makes a mark, replaces the chalk and returns, touching the next one in his row. This child repeats the performance of the first, and so on until all have finished.

### **Crab Relay**

The opposing teams line up in relay position. Opposite each team at a distance of thirty feet there should be drawn a circle three feet in diameter. Each contestant must run backward on hands and feet (all fours) to the circle. As soon as one foot falls inside the circle the runner stands erect and returns to the starting point, where he touches the second player, who starts off backwards on all fours as did the first. Each player of each team follows in his turn. That team wins which finishes first.

### **Forward Sprint Relay**

The first player on each team with handkerchief in hand runs to a given point and returns to the starting line. The second player receives the handkerchief at

the starting line, repeats the run and brings the handkerchief back to the third player. Continue until all have run. They must receive the handkerchief back of the starting line. The team that finishes first wins.

### **Hopping Relay**

Two or more teams line up in relay position. The first contestant on each team hops to the opposite goal, which should be not more than fifty feet away, touches it with his hand or foot and returns, hopping on the other foot. He touches off the next player, who repeats the performance of the first player, and so on until all have participated.

### **Over and Under Relay**

Line up two or more teams in relay formation, the players standing in stride position. Two large balls are used by each team. The first player in each team passes one ball back over his head to the player just behind him, counts ten, and passes the other ball between his legs to the player immediately behind him. The player at the end of the line runs to the head of the line after receiving both balls. He passes the balls back as did the first player. That team wins which first gets its first player back to the head of the line.

### **Zigzag**

Divide the class into two or more groups. Have each group line up in relay formation. Thirty or forty feet from the front of each line set up ten Indian clubs about two feet apart in a straight line. At a given signal the

first child in each line zigzags through his line of clubs, without knocking any of them over. He then runs back, tags the next player, and takes his place at the end of the line. The player who was tagged repeats the performance of the first player, and so on until all have participated. The line that finishes first wins the game.

### SINGING GAMES AND FOLK DANCES

#### The Man in the Moon

**Moderato**

The Man in the Moon Came down too soon And

asked his way to Nor-wich. He went by the south And

burned his mouth Eat - ing cold bean por-ridge

CHORUS

Bean por-ridge hot, Bean por-ridge cold,

The first system of the chorus consists of two measures. The melody is in 2/4 time, starting on a half note G4, followed by quarter notes A4, B4, and C5, then a quarter rest. The bass line consists of a half note G2, followed by quarter notes A2, B2, and C3, then a quarter rest. Accents are placed over the first four notes of the melody in both measures.

Bean por-ridge in the pot, Nine days old. Some like it hot,

The second system of the chorus consists of three measures. The melody continues with quarter notes D5, E5, and F5, then a quarter rest. The bass line continues with quarter notes D2, E2, and F2, then a quarter rest. Accents are placed over the first four notes of the melody in each measure.

Some like it cold, Some like it in the pot, Nine days old.

The third system of the chorus consists of three measures. The melody continues with quarter notes G4, A4, and B4, then a quarter rest. The bass line continues with quarter notes G2, A2, and B2, then a quarter rest. Accents are placed over the first four notes of the melody in each measure.

Players form single circle arranged in partners, all facing in line of direction, arms folded high on chest.

Measures 1-4: All run forward in line of direction, taking long, stiff-legged strides.

Measure 5: All face about with two jumps.

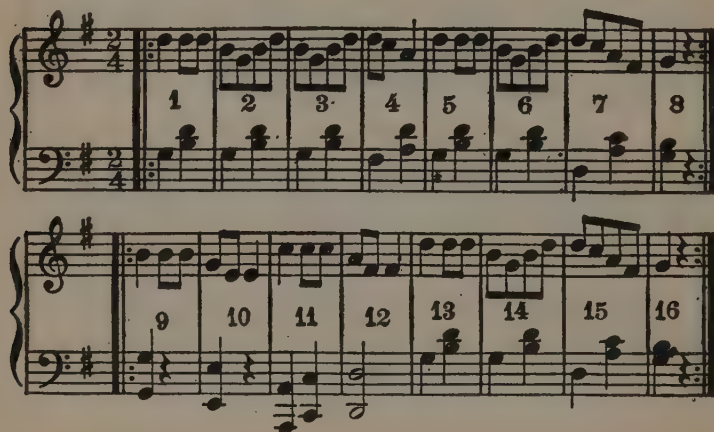
Measures 6-8: All run forward in opposite direction.

Measure 9: All face partners with two jumps.

*Chorus*

Measures 1-4: "Bean," clap thighs; "porridge," clap own hands; "hot," clap partner's hands, face high; "bean," clap thighs; "porridge," clap own hands; "cold," clap partner's hands; "bean," clap thighs; "porridge," clap own hands; "in the," clap partner's hands; "pot," clap own hands; "nine," clap partner's right hand; "days," clap own hands; "old," clap partner's left hand.

Measures 5-8: Repeat same.

**The Crested Hen**

Have the dancers form circles of three, hands joined. The dancers in each circle of three are numbered 1, 2, and 3.

Step: Step-hop raising foot quickly from floor each time.

Measures 1-8: Dance eight steps, starting with left foot and moving in circle to left.

Measure 1: Stamp with left foot.

Measures 2-8: Dance seven steps, starting with right foot and moving in circle to right. Finish in one line, 1 and 3 dropping hands, with number 2 standing in center holding hands of 1 and 3.

Measures 9-12: Number 1 dances four steps crossing in front of number 2, passing under arms of numbers 2 and 3 and on to her own place. Number 2 at the same time dances four steps, turning in place in the direction in which number 1 is moving.

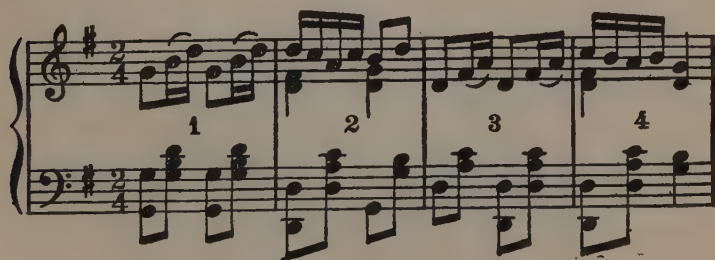
Measures 13-16: Number 3 dances four steps crossing in front of number 2, passing under the arms of 1 and 2 and on to her own place. Number 2 dances four steps, turning in place in same direction as number 3.

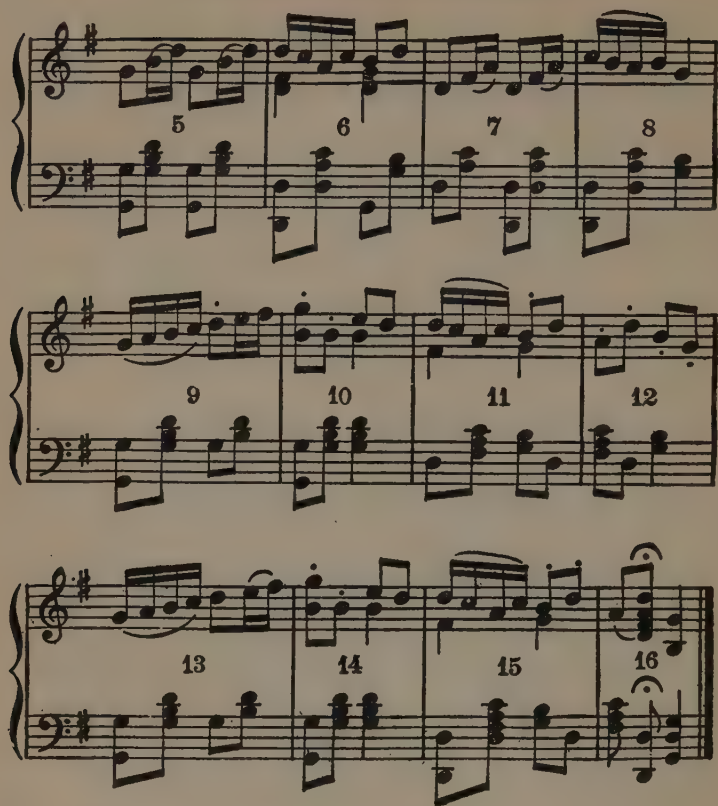
Measures 9-12: Number 1 repeats the steps described for measures 9-12.

Measures 13-16: Number 3 repeats the steps described for measures 13-16.

Repeat from beginning.

## Tantoli





Form a double circle. Partners face forward. Join inside hands, outside hands on hips.

Measures 1-8: Heel and toe polka, stamping on polka step. (Place left heel on floor in front, hop on right foot (count one-and.) Touch left toe behind, hop on right (count two-and), then polka step.

Repeat to other side. Begin with outside foot.



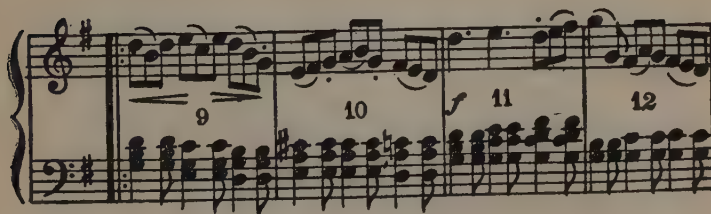
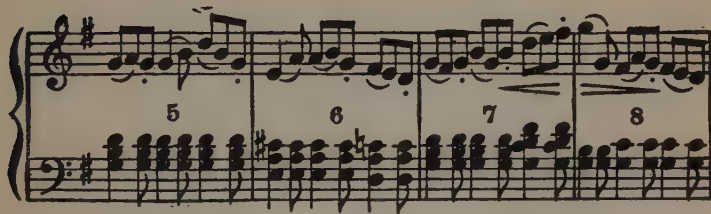
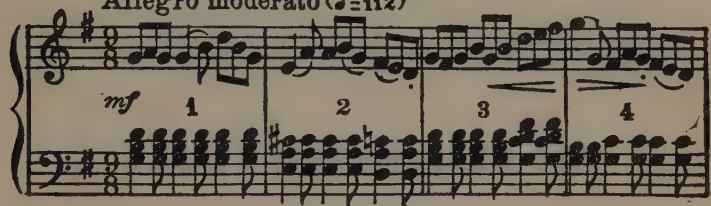
Measures 9-15: With hands on partner's shoulders, step-hop, turning right. This may be taken without turning the first time, and with turning on the repeat.

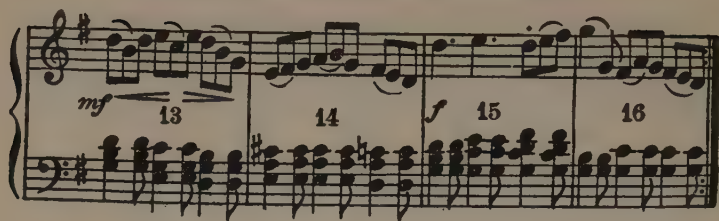
Measure 16: Stamp 3 times.

Repeat from beginning.

# Virginia Reel

*Allegro moderato* (♩=112)





Pupils in two lines, several feet apart. If there are more than twelve, have two or more sets. One end of set is called the head, the other the foot.

Head	
I	2
I	2
I	2
I	2
I	2
I	2
Foot	

Fig. 1. Head No. 1 and foot No. 2 go toward each other and back to places, then head No. 2 and foot No. 1.

NOTE: In figures 2, 3, 4, and 5, below, the head and foot couples work diagonally as described in figure 1.

Fig. 2. Head No. 1 and foot No. 2 join right hands, turn, and return to places. Opposite ends same.

Fig. 3. Join left hands, turn, and return to places.

Fig. 4. Turn with both hands joined.

Fig. 5. Back around each other, "do-si-do."

Fig. 6. "Cast off." Head couple join right hands and turn halfway around, No. 1 joining left hand with

the second No. 2 and No. 2 with the second No. 1. Continue down the set, head couple swinging with the right hand after each time of swinging one in the line. When foot of set is reached, head couple join both hands and skip sidewise to head of set.

Fig. 7. Countermarch. Each line marches with No. 1 and No. 2 of head couple leading, outside of set and down to foot, where head couple form an arch with both hands and all others pass under. This brings the second couple at head and leaves head couple at foot. Continue if desired until all couples have been head couples.

### STUNTS

#### **Ankle Throw**

Hold a ball between the feet. Attempt to throw it over the head from behind, by jumping.

#### **Ball Kick**

Place a basketball on the floor against a wall. With the back toward the wall, place the heels close under the ball. By springing upward with both feet, shove the ball up as high on the wall as possible.

#### **Hand Balance**

This may be done on the ground or on a table. The object is to hold the weight of the body on one arm with the body extended horizontally. Place one hand firmly on the edge of the table or on the ground with the elbow in tight against the ribs. Raise the feet and lower the upper part of the body until the horizontal position is acquired. The important point is to keep the elbow

in close and slightly under the body at the ribs to afford a purchase.

### **Heel Knock**

Spring upward with both feet, knock heels together twice, and separate them before landing. Some boys can knock them together three times and have them apart on landing.

### **Indian Wrestle**

Two boys lie on backs, side by side, with their feet in opposite directions. At count of one they raise and lower the inside legs, at count of two they repeat this performance, at three they lock legs, and each attempts to turn the other one over.

### **Jumping Stick**

Hold stick horizontal in both hands, and jump forward and backward over stick.

### **Knuckle Down**

Place toes on a chalk line. Kneel and rise again without the use of the hands, and without moving toes from line.

### **Knee Deep**

Stand on the right foot. Grasp the left foot behind the back with the right hand. Bend down with left arm outstretched for balance, touch left knee to the ground lightly, and return to standing position without touching the ground with any other part of the body.

**Lifting Chair**

Lean over a chair, and rest the head against a wall. Lift the chair from the floor and slowly rise to an erect position without moving the feet. Try again, standing farther from the wall.

**Mule Kick**

From a standing position drop swiftly to the hands, leaving the ground with both feet and kicking vigorously backward just before, or just as, the hands strike the ground.

**Pulling Sticks**

Two children sit on the floor, toes against toes. A broom handle is grasped by them and at a signal each tries to pull the other off the floor.

**Rooster Fight**

a. A circle is drawn on the floor. Two players squat within it and place a stick under their knees, arms under the stick and clasped in front of knees. Endeavor to tip opponent over.

b. A ring six feet in diameter is drawn upon the ground. Two players are placed within this ring. They stoop and grasp their ankles. In this position they try to displace each other by shouldering. The player who is overthrown, or who loses his grasp on his ankles, loses.

**Standing Toe Wrestle**

The arms are folded and, hopping on one foot, each wrestler tries by a side movement of the leg to make his opponent put his other foot on the floor.

**Turn Around**

Stand with both feet firmly planted on the ground. Spring upward in the air and attempt to make a complete turn in the air before landing, without losing the balance at the finish. Use the arms to pull oneself around. Learn to turn to either right or left.

**Wheelbarrow**

Two boys stand facing each other. Boy number one puts his right foot in the right hand of boy number two, turns his back, and drops down on his hands, at the same time putting his left foot in the left hand of boy number two. Then the wheelbarrow is ready. Boy number one walks on his hands and boy number two, by taking hold of his ankles, pushes him along as he would a wheelbarrow.

**TAG GAMES****Partner Tag**

One base is used in this game as a place where the players are safe. They are at liberty to leave or return whenever they choose but the ones who are "It" dare them off. Two players start the game by each trying to catch a partner when the other players leave base. When a player is caught he joins hands with the one who caught him, and they try to catch someone else. The player caught by a couple joins hands with these two, between them. When another is caught by these three he pairs off with the one between the original pair of catchers. The game continues until all are caught. The two who became the partners of those who were "It" in the game become "It" in the next game.

**Last Man**

One player is "It" and one is the runner. The runner may come to the front of any row and call, "Last Man!" Each player in that row must then move back one seat leaving the first seat vacant for the runner. The last one in the row will be out of a place and thus becomes the runner. When a runner is tagged he is "It." The one who caught him becomes the runner and must get out of the way at once.

**Streets and Alleys**

The class stands in parallel rows of equal length. One child is "It" and chooses someone to chase. Another child calls. When he calls "Streets," the rows stand facing the front of the room, with joined hands, leaving a space between the rows for the two to run. When he calls "Alleys," the rows turn to the right facing the side of the room, with joined hands, also leaving space between the rows for the two to run. When the chaser catches the runner, the runner becomes "It." The one who was "It" chooses another to be chased and then takes his place in the row.

**Couples Tag**

All of the players but two hook arms in couples. Of the two who are free, one is "It" or chaser, and the other, the runner. The runner may save himself from being caught by locking arms with either member of any couple he chooses. Whenever he does so, the third party of that group becomes the runner and must save himself in like manner. If the runner is tagged at any



time, he becomes the chaser, and the chaser becomes the runner.

To get the proper sport into this game, the couples should run and twist and resort to any reasonable maneuver to elude the runner, who is liable at any time to lock arms with one of them and so make the other a runner. For large numbers there should be more than one runner and chaser.

### **Squat Tag**

Choose one player to be "It." The one who is "It" tries to tag players, but they cannot be tagged as long as they hold a squatting position. When the one who is "It" is not near they all stand up. When a child is tagged he becomes "It."

### **Twelve O'clock**

Choose a pupil to be "It." All of the other children have a base. They leave their base and come near the one who is "It." He quickly calls the different hours of the clock, suddenly saying "Twelve O'clock," at which all run to their base trying not to be caught. The ones who are caught must be "It," too. The game is over when all are caught.

## CHAPTER XXII

### ACTIVITIES FOR SIXTH GRADE

#### CIRCLE AND GROUP GAMES

##### **Dodge Ball**

The players are arranged in two groups of equal size, one group forming a circle with the other group inside. The players forming a circle have a soft ball with which they try to hit the players inside the circle. As soon as one is hit he must join those on the outside and help hit the others. When all have been hit in this way the groups change places and repeat.

##### **Indian Club Game**

Two teams of equal size line up parallel to and facing each other. The teams are placed about twenty feet apart. Each player on both teams places an Indian club between his feet and straddles it with the feet spread far apart. Basketballs or volley balls are distributed equally among the two teams. When the teacher directs the play to start, one team will throw the balls with the intention of knocking down the opponents' clubs, who are guarding them with their hands. When one's club is knocked down he is out of the game.

##### **Tug of War**

Two opposing teams line up in single file opposite each other with sufficient rope so that each boy has

three or four feet of space between himself and the boy in front of him. A handkerchief is tied around the rope midway between the two teams. At the word "Go," each side endeavors to pull the other out of its position. A two-minute pull is sufficient and at the end of that time the decision is awarded to the team having pulled the other team out of its starting point.

### **Whip the Runner**

The players form a circle with hands clasped behind backs. One player carrying a towel walks around the outside of the circle and places the towel in the hands of one of the players in the circle. The child who gets the towel begins to whip the player to his right with it, chasing him around the circle, until he returns to his former position. The child holding the towel then walks around the outside of the circle and places the towel in the hands of another player.

### **Jump the Shot**

The children stand in a circle. One child in the center has a rope with a rubber shot on the end of it. Any object that has weight and yet is not too heavy may be used. The object of the game is for the children in the circle to jump over the shot without being caught by it. If one is caught he changes places with the child in the center.

### **Overtake Ball**

Any number of players form a large circle and count off by twos. A basketball is given to a number one on one side of the circle and to a number two on the

exact opposite side of the circle. At a signal from the teacher the balls are thrown to the right around the circle—ones throwing to ones and twos to twos. The instructor signals again and the balls are thrown to the left. Every time the signal is given the balls go in the opposite direction. The game is won by the side whose ball is able to overtake the ball of the other side.

### **French Ball**

The children are seated in a circle with one child in the center. A ball is rolled across the circle, the object being to get it across to a certain child without having it stopped by the player in the center. If the player in the center succeeds in stopping the ball he exchanges places with the child who rolled it.

### **Cushion Dance**

The players are divided into two groups of equal number who then unite to form a circle. A cushion or a pile of bean bags is placed in the middle, and about this the children dance. Suddenly the children on one side try to pull the other children toward the object in the center so as to compel one or more of their opponents to touch the pile. Whoever touches the pile must drop out. The contest continues until one side is entirely vanquished.

## **GOAL GAMES**

### **Black Tom**

Mark two lines on the ground dividing the playing space into three equal parts. One player is "It." He stands in the middle space, all the other players being

at one end. When he calls "Black Tom," all the players run and try to reach the other end. "It" tags as many as possible and all who are tagged must remain in the center and help tag the rest. The players who were not caught run again when the one who was "It" originally calls "Black Tom." The game continues until all have been caught. The child who was caught first is "It" for the next game.

### **Suspense**

The players gather in a circle or in any convenient formation. A goal, some fifteen or twenty feet away, is decided upon, as is also some specific action, such as clapping hands, touching toes, or the like. The teacher, or a selected player, begins to tell a story. When the story teller mentions the word "However," each one must run to the goal and perform the action three times. The last one to return from the goal is the story teller for the next time.

### **Every Man in His Own Den**

Each player marks out for himself a den 2 or 3 feet in diameter. These dens should be as far apart as the playing space will permit. They start on the plan of Prison Base, trying to make prisoners of one another, but if one is captured he must join his captor in the game instead of being a prisoner. The main rule of prison base applies; for example, if players 1, 2, 3, 4, 5, and 6 leave their dens in the order of the numbers, player 1 can be caught by any of the others and player 6 can tag any or all of the others he can reach; but as soon as

player 1 touches his own den again, that makes him eligible to tag any of the others. The play begins by the players "making dares" to induce their opponents to leave their dens. As they are captured they form fewer and stronger groups, until finally there are two groups of about equal strength or one group that rapidly captures all the rest. That player who, with his captives, finally captures all the rest wins.

### **Corner Ball**

Construct a line across the center of the playing space, dividing it in halves. At each of the four corners of the playing space construct a goal six feet square. Divide the players into two teams and assign each to one half of the playing space. Select two players from each team to stand in the goals within their opponent's territory facing their teams. The object of the game is to throw a large ball over the heads of the opposing team to the goal men. A player may not cross the center line. The goal men may not step out of their goals. A player may not step inside his opponent's goal. When a goal man catches the ball he returns it to his own team. One point is scored whenever a goal man receives the ball from a member of his team. The side wins which has scored the largest number of points at the end of a designated time.

### **RELAY GAMES**

#### **Backward and Forward Relay**

Establish two goals about one hundred feet apart. Divide the group into two or more teams of equal num-

bers. Line them up in relay formation at one goal. The first child on each team stands with his back toward the direction in which he is to run and with his heels touching the starting line. At the command "Go," he starts running backward, and runs in this manner to the other goal. He then runs back to the starting line and touches the outstretched hand of the next child on the team, who immediately leaves the starting line, running backward, as the first child did. As soon as the touch is received each player in his turn runs backward to the goal and in returning runs forward.

### **Basketball Relay**

The children are divided into two equal groups. Each side lines up on the side line of the basketball court. A basketball is given to the first one in each line. At a given signal the ball is rolled between the legs of each player until the last one in the line gets it. He then runs to the basket and attempts to throw the ball through. If he fails the first time, he must continue until he makes a basket. After he has made it he returns to the front of the line and the game continues until all have thrown the ball through the basket. The first side to finish wins.

### **Broad Jump Relay**

The first man on each team toes the starting line and makes a standing broad jump. From the marks of his heels the second man jumps and from the marks of his heels the third man, toeing these heel marks in each case, and so on until each person has jumped once.



The team having jumped the greatest aggregate distance wins the contest.

### **Hop, Step, and Jump Relay**

Similar to the broad jump relay except that each man makes a continuous standing hop, step, and jump. The team making the greatest aggregate distance wins.

### **Indian Club Relay**

Arrange the children in two or more parallel lines in file formation with the child at the front of each line standing on the starting line. In front of each line at a distance of fifty feet from the starting line draw a circle. Place an Indian club within each circle in an upright position. At the starting signal the first child in each line runs to the circle, brings the Indian club back to the next child, and takes his position at the rear of the line. The child holding the Indian club runs with it to the circle, places it in an upright position, and returns, tagging the next child in the line. This child repeats the performance of the first child, and so on, until every child in the line has run. The line wins which finishes first.

### **Obstacle Relay**

The variations of this race are infinite, depending entirely upon the ingenuity of the teacher. One simple obstacle relay is here given. The teams line up in relay position. The first boy on his way to the opposite goal is required to turn a backward somersault and on his way back to climb over some simple barrier erected in

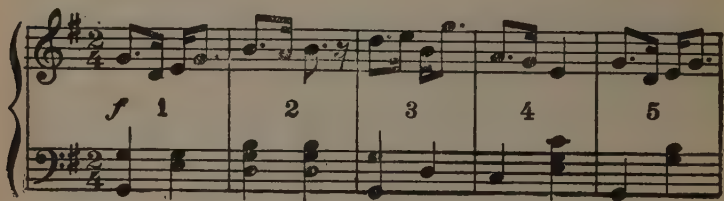
the center of the ground. When the first boy returns to the starting point he touches the second boy who repeats the performance, etc., until all have participated. Each player in his turn performs the same stunt, and, as in other relays, the team whose last player crosses the starting point first, wins.

### Stick Relay

Choose sides so that there is an equal number of players on each side arranged in relay formation. Players one and two of each side, at a given signal, start from a marked line and run down the line holding a stick or pole between them close to the ground, in such a way that each player must jump over the stick. Each player in turn jumps over the stick as quickly as possible. When the last player has jumped, player number one takes his position at the rear of the line; player number two carries the stick forward to the head of the line, and two and three then run back with the stick. Player number two becomes last in line and three carries the stick forward, etc. The side that finishes first, with player number one back on the starting point, wins the game.

### FOLK DANCES

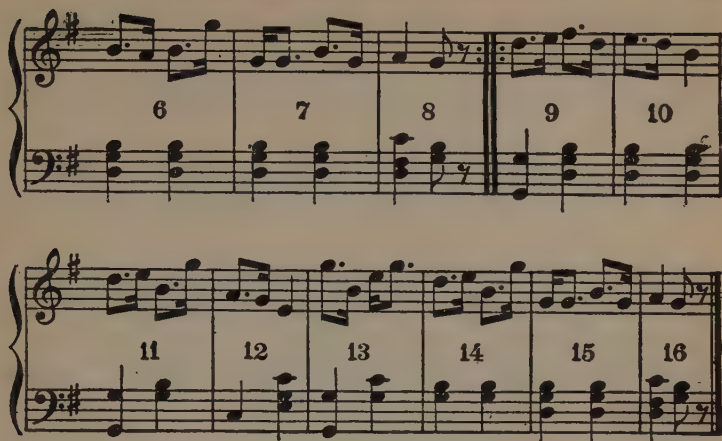
#### Highland Fling





A CIRCLE GAME IN THE SIXTH GRADE





Arrange the children in lines. The left hand is raised over head, forming a half circle; the knuckles of the right hand rest on the hip.

*Figure 1*

Measure 1: Hop on the left foot and touch the right toe to the side. Raise the right foot in back of the left leg, and hop on the left foot, with the right knee turned out.

Measure 2: Place the right foot in front of the left knee and hop on the left foot. Repeat, placing the right foot in back of the left leg, and hop on the left foot.

Measures 3-4: Change the position of hands and repeat step to the left.

Measures 5-6: Repeat the step to the right.

Measures 7-8: Repeat the step, hopping on the right foot, touching the left toe to the side. Instead of facing front each time a hop is taken, a quarter-turn right is

made, until at the end of the fourth turn the player faces in front.

Measures 1-8: Repeat step, starting with the left, making final turn to left.

*Figure 2*

Measure 9: Both hands are placed on the hips. With a light hop, place the right toe forward. Hop again, and place the left toe forward.

Measure 10: Change the position of the feet, raise right foot in front of left knee, and hop on left foot.

Measures 11-12: Turn about to the right as in the first step.

Measures 13-16: Repeat the step, starting with the left foot, and turn to the left in the final turn.

Measures 9-16: Repeat Figure 2.

*Figure 3*

Measure 1: Left hand raised, right hand on foot. Hop on left foot, making quarter-turn to left; touch right toe to the side, hop, and raise right foot in front of left leg.

Measure 2: Repeat, hopping on left foot, touch right toe to the side, and raise it in front of left leg.

Measures 3-4: Repeat, hopping on right foot, make a half-turn to the right, touch left toe to the side, and raise it in front of right leg. Change arms.

Measures 5-6: Repeat, touching right toe, and making a half-turn to left.

Measures 7-8. Repeat final turn to right. On the first hop a half-turn is made; in the remaining three hops the full-turn is completed.

Measures 1-8: Repeat the step, starting to the left.

*Figure 4*

Measures 9-16: Repeat first step, touching right toe to the side.

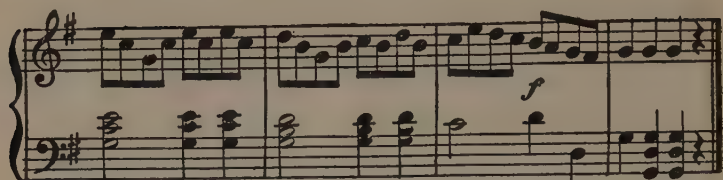
Measures 9-12: Repeat first step, left and right.

Measures 13-16: Repeat final turn, turning twice about with eight hops. Hold final position.

**Sailor's Hornpipe**

The musical score for "Sailor's Hornpipe" is written in G major (one sharp) and 2/4 time. It consists of four systems of grand staves. The melody is primarily in the treble clef, featuring eighth and sixteenth notes. The bass clef provides accompaniment with chords and single notes. The piece concludes with a double bar line and repeat signs in the final measure of the fourth system.





Exercise 1: Alternate change steps forward beginning right, with arms folded and held high, body inclined away from advancing foot. 16 counts.

Exercise 2: (1) Spring on right foot with left toe behind right, right hand thrown out in gesture and left hand on hip—(2) same left—(3-4) change step right—(5-8) repeat (1 to 4), beginning on other side—(9-16) alternate change steps backward, beginning right.

Exercise 3: Rope Pulling. (1) Look up and raise right hand forward upward as if grasping a rope and then pull down—(2) same left. Continue for 8 counts, at the same time advancing quickly on heels by very short steps, time being kept by arm exercise only.

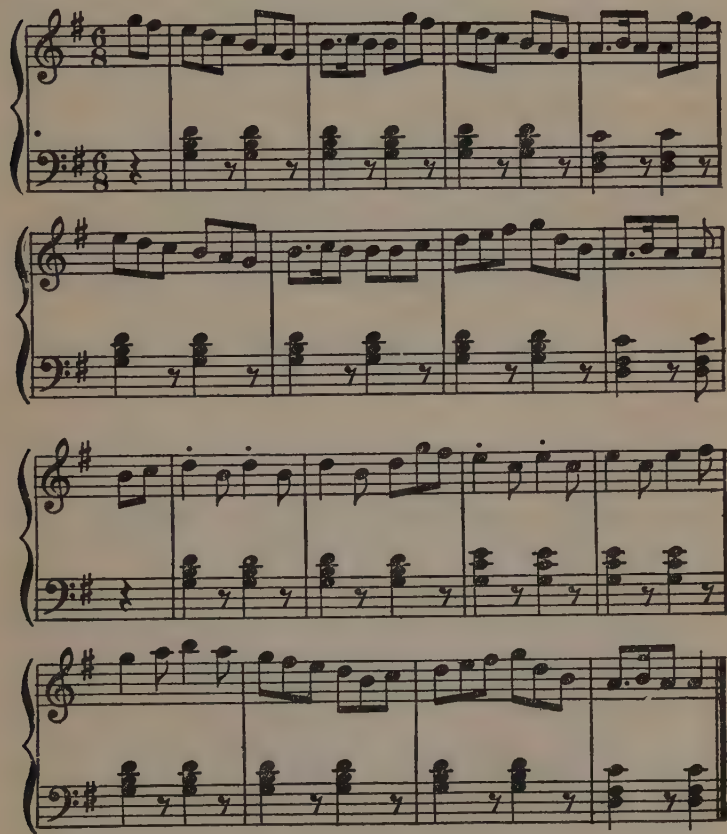
Rowing: (9-16) Half rocking step with right foot forward, stooping low and reaching forward with hands as you rock forward, pulling and bringing up hands close to front of waist as you rock backward, gradually retreating.

Exercise 4: Lookout. (1-2) Change steps sidewise right with slide—(3, 4) repeat left, right hand held up as if to shield eyes, which are turned to side—(5-16) repeat alternately left and right.

Exercise 5: Same as Exercise 2, turning completely around during each change step.

Exercise 6: (1-3) Turn and take 3 running steps forward—(4) hop left sideways right foot forward—(5-16) repeat alternately left and right, all the time with hands clasped and held low with palms toward floor.

### Irish Lilt



Each measure of the music is counted "One, Two."

The dancers (with hands at waists) stand in open order.

Fig. 1. Front-cut with left foot—One! Rear-cut with right foot—Two! Sway body in the direction of supporting foot. (One measure.) Repeat five times. (Five measures.) Execute the right break step. (Two measures.)

Fig. 2. Repeat Fig. 1, starting front-cut with right foot and finishing with the left break step.

Fig. 3. Front-cut with left (right) foot—One! Hop on left (right) foot and raise right (left) foot in intermediate in front—Two! (One measure left and one measure right.) Repeat twice. (Four measures.) Execute the right break step. (Two measures.)

Fig. 4. Repeat Fig. 3, starting front cut with right foot and finishing with the left break step. (Eight measures.)

Fig. 5. Hop on right (left) foot with one-fourth turn right (left) and raise left (right) foot in 4th in rear—One! Hop on right (left) foot with one-half (right) and raise left (right) foot in 4th in front—Two! Hop on right (left) foot in 3rd in front—Three! Hop on right (left) foot and raise left (right) foot in 4th front—Four! (Two measures right and two measures left.) Repeat two measures right and execute the right break step. (Four measures.)

Fig. 6. Repeat Fig. 5, starting with hop on left foot, and execute the left break step. (Eight measures.)

Fig. 7. Point left foot in 4th in rear—One! Touch

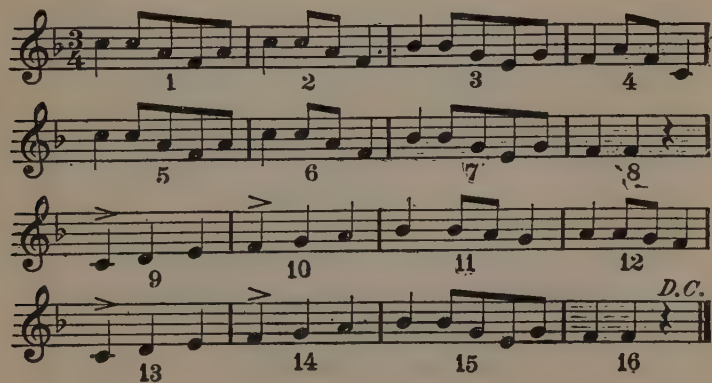
left heel in 4th in front—Two! and proceed as in Fig. 5. (Eight measures.)

Fig. 8. Repeat Fig. 7, starting with right foot and finishing with the left break step.

Fig. 9. Take seven short cross-steps sideways right (left), cross stepping left (right) foot in front; hop on left (right); and raise right (left) foot in 4th in front. (Two measures right and two measures left.) Repeat two measures right and execute the right break step. (Four measures.) Repeat two measures left, two measures right, two measures left, and execute left break step. (Eight measures.)

Fig. 10. Front-cut with left right foot, point right (left) foot in 3rd in rear—One! Hop on left (right) foot, raise right (left) foot forward in intermediate—Two! Front-cut hop with left foot—Three, Four! Two measures left and two measures right, and execute the left break step. (Eight measures.)

### Reap the Flax



Form lines, five in each line. All face front, hands on hips.

*Figure 1*

Measure 1: All bend forward down to left.

Measure 2: Reap the flax by rising.

Measure 3: Throw it to the right side.

Measure 4: Back in starting position, hands on hips.

Measures 5-8: Repeat.

Measures 9-16: All turn left. The leaders' hands on hips, the others put their hands on shoulders of those standing before, and turning to right run in circles back to starting places.

*Figure 2*

Measure 1: All bend forward down to right and rise.

Measure 2: Put the flax around the hackle.

Measure 3: Draw it from the hackle.

Measure 4: Back in starting position.

Measures 5-8. Repeat.

Measures 9-16: Same as Figure 1, 9-16.

*Figure 3*

Measures 1-4. Numbers one and four take a short step, turning to numbers two and three, and taking right hands, thumb grasp, for a spinning wheel. The leaders (numbers five) face the wheel, and with left feet tread the wheel. The wheel with running steps moves to left.

*Figure 4*

Measures 1-4. The lines march up to left side of their leaders and form a large ring, moving to left.

Measures 5-8. Same, moving to right.

Measures 9-16. The leader of the first line puts

hands on hips. All the others put their hands on shoulders of those standing before, forming one line.

Music is repeated until all are back in their places.

### STUNTS

#### **Bear Dance**

Squat on right foot with left leg extended forward. Quickly draw the extended foot under the body and shoot the other foot out, arms extended for balance. Shift back and forth rapidly.

#### **Body Reach**

Boy number one kneels on the ground. Boy number two sits on or holds firmly the heels of boy number one, who then leans forward slowly, and reaches as far forward on the ground as it is possible to extend the body and still be able to return to the original position. This may be used in competition by marking with a piece of chalk as far out in front as it is possible to reach.

#### **Crane Dive**

Bend a piece of cardboard or paper so it will stand up by itself. It should be about six inches high. The stunt is to pick this up with the teeth by bending forward while standing on one foot. The foot not in use is stretched out behind for balance.

#### **Elbow Roll**

Two boys lock elbows with backs together in a standing position. Boy number one leans forward, pulling boy number two off his feet and rolling him over his

back so that he lands on his feet facing boy number one. This should be done carefully at first and care should be taken not to let boy number two slip as he comes over. He should be held tightly to the back of number one so that no fall will result.

### **Eskimo Roll**

Boy number one lies on his back while boy number two stands with one foot on either side of the head of boy number one. Each takes hold of the other's ankles, and the boy standing dives forward between the legs of number one, turning a somersault, at the same time pulling number one to his feet. The positions are thus reversed and number one dives over number two and they go over and over several times, always holding tightly to each other's ankles.

### **Forward Fall**

Take a kneeling position. Place hands on the hips. Bend backward so that the head is back and the hips and chest are forward, with the stomach well rounded to make a curved surface to roll on. Keeping this exact position with the body a rigid curve, fall forward. Do not touch the floor with the hands. When done correctly you will roll easily from knees to thighs, to stomach, to chest, and back again.

### **Jump Foot**

Place one foot against a wall or other stationary object about a foot from the floor, and jump over it with the other foot without moving the first one from the



wall. If you have done this with each foot, try jumping back over it as well as forward. Take a run for it. To succeed you must not place any weight on the foot which is against the wall.

### **Jumping Jack**

Drop to a full squat, with knees bent and spread, arms crossed in front of the body, upper part of the body erect, and weight resting on toes. From this position spring immediately to a standing position, with the knees straight, weight resting on heels, toes pointing up, feet about eighteen inches apart, hands extended sidewise. Repeat the squatting and rising motion several times rapidly, without losing balance.

### **Skin the Snake**

The players stand in a line, one behind the other. Each player bends forward and stretches one hand backward between his legs while with the other hand he grasps a hand of the player in front who has assumed the same position. When all are in position, the line begins backing, the player at the rear end of the line lying down on his back, and the next player walking backward astride over him until he can go no farther, when he also lies down with the first player's head between his legs. This movement continues until all the players are lying in a straight line. Then the last one to lie down gets up and walks astride the line toward the front raising the boy next behind him to his feet and so on until all are again standing in the original position. The grasp of hands is retained throughout.

### **Jump Stick**

Hold a light, small stick in the fingers in front of the body. Jump over the stick without letting go of it or touching it with the feet. Jump back. Try to go back and forth rapidly several times.

### **Sack of Wheat**

Two boys stand facing each other. Boy number one bends forward and places his head against the stomach of boy number two. Boy number two grasps boy number one around the waist and lifts him up on his own shoulder, letting go his hold, and boy number one drops to his feet behind boy number two and facing the opposite direction.

### **Tip Up**

Squat down with hands flat on floor, elbows inside of and hard against the knees, and arms tight against the ribs. Lean forward slowly, placing the weight of the body on the hands and elbows, until the feet swing clear of the floor. Attempt to pick up a handkerchief from the floor with the teeth and regain the original position.

### **Toe Jump**

Raise the left foot and grasp the toes with the right hand, bending the left knee outward as far as possible. Jump over the left foot with the right foot without releasing your hold. Jump forward and backward rapidly.

## Twister

Two boys stand facing each other about three feet apart, with their right hands clasped and leaning forward. Boy number one throws his right leg over the locked hands and the head of boy number two to a straddle position, with his back to boy number two. Boy number two follows with his left leg to same position, so that they are back to back. Boy number one follows with his left leg, returning to his original position. Boy number two follows with his right leg. This should be continued indefinitely and very rapidly. It may be done on the same spot or may have a rolling motion. The hands must be clasped throughout.

## Elephant Walk

Two boys stand facing each other; boy number one grasps boy number two by the top of the trousers. Boy number two at the same time jumps and locks his legs high up under the arms of number one, then lets his arms and the upper part of his body fall backward, swinging back between the legs of boy number one. After passing between the legs, he grasps number one by the ankles with both hands. Number one falls forward on his hands and walks on all fours like an elephant. Boy number two pushes up until his arms are straight, his head high, and his back arched. When two boys go along rapidly this way, it quite resembles the walk of an elephant. Boy number two may assist in the walk by lifting alternately on the ankles of boy number one as he steps. Boy number two returns to the first position simply by swinging back between the

legs, assisted by boy number one, unlocking his feet as he completes the swing and dropping to his feet.

### **Human Rocker**

Lie face downward, take hold of the ankles, and attempt to rock the body backward and forward. In order to do this successfully a rigid curve must be made of the chest and abdomen. The rocking may be aided and increased if a second person takes hold of the feet and helps rock. The body, neck, and legs must be bent backward and held rigid. This is an excellent exercise to straighten the shoulders, lift up the chest, and keep the upper back straight.

### **Neck Spring**

At a distance from the wall of one half your height, stand with the forehead against it. Spring back to a standing position by bending the knees and using the neck and body muscles. See how far back from the wall the toes can be placed and still allow one to spring back to a standing position. The hands should be clasped behind the back.

### **Single Squat**

Stand on one foot; extend the other foot out in front. Dip to a full squat position with foot extended and arms out at the side as a balance, and return to a standing position without touching any part of the body to the ground. Try this stunt, keeping the heel flat on the floor, also with the heel up so that you are rising simply on the ball of the foot. The balance can be held only by bending the upper part of the body far forward.

**Through Stick**

Use an ordinary broom handle or a stick of similar size, and grasp it with both hands behind the back, palms forward. Bring the stick over the head to a position in front of the body, arms straight, hands still grasping the stick. Lift up the right foot, swing it around the right arm and through between the hands from the front over the stick. Crawl through head first by raising the stick with the left hand over the head, skinning the stick over the right knee and the back. Come to an upright position and step back over the stick with the left foot, finishing with the stick still grasped in the hands in front of the body. Reverse this operation by stepping back through the stick with the left foot and skinning it over the back in the opposite direction, returning to the first and original position.

**TAG GAMES****Fox and Geese**

One player is to be the fox and one the gander. All the remaining players are geese who line up in single file back of the gander. The last goose is eligible to be caught by the fox. The gander leads his flock back and forth and the fox endeavors to catch the last one in the line. If the fox catches a goose the two exchange places.

**Balance Tag**

One player is selected to be a runner and another the chaser. Each of them puts a bean bag on his head and must keep it there while running without touching it

with his hands. The players run up and down the aisles and when the runner wants to stop running he puts the bean bag on another child's head. That child then becomes the runner. When the chaser catches the runner, the runner becomes the chaser, and the chaser becomes the runner.

### **Scotch and English**

This is an active playground game using any number of players. The field is divided into two equal parts, with a goal at the back of each part. Six sticks are placed in each goal. One part of the field belongs to the Scotch, the other part to the English. Each side tries to steal the other side's sticks. If a player reaches the enemy's goal without being tagged, he takes a stick and returns in safety to his own side of the field. But if a player is tagged, he remains in the enemy's goal until one of his own team tags him. This sets him free. The player and freed prisoner return to their own side in safety. Only one prisoner is freed at a time. A team cannot take a stick while a player on its side is a prisoner of the enemy. The side getting all the sticks is the winner of the game.

### **Stone**

A goal is marked off at each end of the ground. The players form a circle between the two goals. One player is chosen to be the stone, and sits very still in the middle of the circle, while the other players walk or skip around clapping their hands as they go. When the stone jumps up and chases them they run toward

either goal. If the stone tags them before reaching the goal, they become stones and must go into the circle and sit down with the first stone. The other players again skip about the circle. No stone may move until the first stone runs, then all give chase and try to catch the players. The game continues until all are caught. The last one to be tagged is the first stone for the next game.

### **Double Tag**

This game is played in the same manner as a simple game of tag familiar to everyone. All the players, however, are coupled off with arms locked. One couple is "It" and chases the other couples. If the ones who are "It" break apart, they must again lock arms before they can tag anyone. If the ones chased break apart while running from "It," they must, as a penalty, become "It."





## INDEX

- American Medical Association, 23
- Athletics, kinds of, 184
- Athletics, place of, in elementary schools, 181
- BANCROFT, JESSIE H., 184
- Basket ball and baseball throws, 197
- Bat ball, 185
- BROWNELL, CLIFFORD, 18
- Bulletin board, 34
- CABOT, RICHARD C., 216
- Calisthenics, informal, defined, 215
- Child Health Organization, 23
- Children's disease survey, 65
- Chinning the bar, 197
- Circle and group games listed in alphabetical order by grades, 166-168
- Circle and group games, explanation of, 165
- Circle and group games
  - Grade I*
    - Drop the Handkerchief, 220
    - Good Morning, 220
    - Hide the Thimble, 220
    - I Say Stoop, 221
    - Jack Be Nimble, 221
    - Jumping the Brook, 221
    - Visiting Game, 221
  - Grade II*
    - Blindman, 233
    - Changing Seats, 234
    - Follow the Fairy, 234
    - Jack in the Box, 235
    - Little Ball Pass Around, 235
    - Old Grady, 236
    - Passing Race, 235
    - Squirrel in Nest, 236
    - The Serpentine Maze, 236
  - Grade III*
    - Witch in the Jar, 233
  - Grade IV*
    - Bean Bag Box, 273
    - Call Ball, 274
    - Catch the Handkerchief, 269
    - Check Out, 274
    - Cheesit, 269
    - Come with Me, 270
    - Do as I Do and One Thing More, 271
    - Follow the Leader, 271
    - Have You Seen My Sheep? 270
    - Observation, 271
    - Pass the Clothes Pins, 271
    - Rabbit in the Tree, 272
    - Spin the Platter, 272
    - Still Water, 273
    - Tag Ball, 269
  - Grade V*
    - Beast, Bird, or Fish, 290
    - Birds Fly, 291
    - Circle Toss, 291
    - Crossing the Brook, 291
- Circle Bowl, 248
- Corner Spry, 248
- Ditch Pull, 249
- Games That Jack Plays, 249
- Grunts, 250
- Hide the Ball, 249
- Jack in the Box, 250
- Mail Man, 251
- Months of the Year, 251
- Ring on the String, 252
- Ruth and Jacob, 253
- Snatch the Handkerchief, 254
- Squirrels in Trees, 252
- The Fox and the Farmer, 252
- Who Is It? 253
- Wreck the Train, 253

- Do This, Do That, 292
- Lemon, Lemon, 292
- Stand Ball, 293
- Three Deep, 292
- Upset the Fruit Basket, 293
- Grade VI*
  - Cushion Dance, 313
  - Dodge Ball, 311
  - French Ball, 313
  - Indian Club Game, 311
  - Jump the Shot, 312
  - Overtake Ball, 312
  - Tug of War, 311
  - Whip the Runner, 312
- Citizenship instruction in supervised play, 150
- Classification of pupils for competition, 181
- Committee of National Education Association and American Medical Association, 8, 63
- Common Objectives in Health and Physical Education, 14
- Communicable diseases, immunization against, 73
  - importance of, 64
  - inspection for, 71
  - preventing spread of, 72
  - symptoms of, 70
- Coöperation with the home, 45, 53, 61
- CURTIS, HENRY, 184
- Dashes, 195
- Death rate, declining, 22
- Decorations, 33
- Defective hearing, signs of, 81
- Defective vision, discovery of, 78
- Departments of public health, 22
- Diet, instruction regarding, 60
- Diphtheria statistics in New York City, 73
- Dislocations, 88
- Dramatization, 27
- Dramatization: *Magic Water Lily*, 108
- Education, definition of, 11
- Elementary education, recent neglect of, 144
- Exercises involving natural movements, 216
- Fainting, 92
- First aid, provisions for, 85
- Folk dances, explanation of, 173
- Folk dances (*See* Singing games)
- Formal discipline, theory of, 7, 9
- Fractures, 89
- Giant stride, construction of, 110
- Goal games listed in alphabetical order by grades, 168, 169
- Goal games
  - Grade III*
    - Animal, 254
    - Brownies and Fairies, 255
    - Pussy in the Corner, 255
  - Grade IV*
    - Animal Chase, 274
    - Dare Base, 275
    - Red Light, 275
  - Grade V*
    - Center Base, 294
    - Day and Night, 294
    - Midnight, 294
    - Prisoner's Base, 295
  - Grade VI*
    - Black Tom, 313
    - Corner Ball, 315
    - Every Man in His Own Den, 314
    - Suspense, 314
- Group games (*See* Circle games)
- Harmon Foundation, 163
- Health education, aims of, 4, 5
  - outside of school, 22
  - program of, 23
  - tentative outline for intermediate grades, 121
  - tentative outline for primary grades, 97
- Health habits, in intermediate grades, 48
  - in primary grades, 48
  - securing practice of, 48
- Health habits inspection, standards for, 50
  - technique for, 51
- Health habits not subject to inspection, 52
- Health instruction, correlation of, with other school activities, 93, 107
  - correlated with play program, 119

- Grade I, 97
- Grade II, 102
- Grade III, 102
- Grade IV, 121
- Grade V, 131
- Grade VI, 136
- problems in, 104
- Health organizations for intermediate grades, 115
- Health service, 19
  - neglect of, 21
- Hemorrhage, 87
- History of health education in elementary schools, 3
- History of physical education in elementary schools, 5
- Horizontal bar, construction of, 157
- HUNT, CAROLINE L., 63
- Ill health, evidences of, 82
- Illness, evidences of, 69
- Insurance companies, 23
- Janitor, school, 29
  - duties of, 31
- Jumping standards, construction of, 161
- Jumps, 196
- Kindergarten, 42
- Learning, meaning of, 10
- LEE, JOSEPH, 184
- Long ball, 192
- Lunch period correlated with health instruction, 94
- McCLURE, JOHN R., 35
- Mental attitude, the child's, 38
- Mental health of teacher, 44
- Modern Health Crusade, 49
- NASH, JAY B., 182
- Nash's classification, 182
- National Tuberculosis Association, 23
- New York State Commission on Ventilation, report of, 35
- Nursery school, 42
- Nutrition program, 55
  - principles underlying, 56
- Objectives, need of in health instruction, 96
- Objectives of physical activities program, 180
- Ohio University, Elementary Training School, 27
- Physical activities correlated with health instruction, 95
- Physical activities, types of, listed, 164
- Physical defects, correction of, 82
  - discovery of, 78
  - prevention of, 75
- Physical education, aims of, 5, 6, 7, 8
- Physical education program, 26
- Physical examinations of underweight children, 59
- Pin ball, 191
- Playground ball, 187
- Playground director, need of, 150
- Playground equipment, placing of, 154
- Playground equipment that schools can make, 156
- Playground fence, 155
- Playground supervision, principles underlying, 148
- Playground supplies needed, 162
- Playgrounds, full-time use of, 147
  - size of, 152
  - surface and drainage of, 153
- Point competition, 197
- Posture, 75
- REEVES, CHARLES E., 30
- Relay races, listed in alphabetical order by grades, 172, 173
- Relay races, explanation of, 169
- Relay races
  - Grade III*
    - Automobile Relay, 255
    - Basket Ball Pass, 256
    - Bean Bag Relay, 256
    - Book Relay, 257
    - Flag Race, 258
    - Scarf Relay, 258
    - Walk and Run Relay, 257

- Grade IV*  
 All Up Relay, 276  
 Ball Roll Relay, 276  
 Hoop Relay, 277  
 Line Ball, 277  
 Straight Run Relay, 277  
 Three Indian Club Race, 278  
*Grade V*  
 Bean Bag Relay, 295  
 Blackboard Relay, 296  
 Crab Relay, 296  
 Forward Sprint Relay, 296  
 Hopping Relay, 297  
 Over and Under Relay, 297  
 Zigzag, 297  
*Grade VI*  
 Backward and Forward Relay, 315  
 Basket Ball Relay, 316  
 Broad Jump Relay, 316  
 Hop, Step, and Jump Relay, 317  
 Indian Club Relay, 317  
 Obstacle Relay, 317  
 Stick Relay, 318  
 ROSE, MARY SWARTZ, 63  
 ROWE, FLOYD, 18, 97, 121  
 Rules of the Health Game, 98, 122  
 Sand box, construction of, 156  
 Shock, 91  
 Singing games and folk dances listed in alphabetical order by grades, 174, 175  
 Singing games and folk dances, explanation of, 173  
 Singing games and folk dances  
*Grade I*  
 London Bridge, 223  
 Looby Loo, 222  
 Oats and Beans, 227  
 The Farmer in the Dell, 226  
 The Muffin Man, 225  
*Grade II*  
 Did You Ever See a Lassie? 241  
 Hippy Hop to the Barber Shop, 237  
 I See You, 239  
 Pease Porridge Hot, 238  
*Grade III*  
 Itiskit, Itasket, 260  
 Pop Goes the Weasel, 262  
 Round and Round the Village, 262  
 Round the Mulberry Bush, 258  
*Grade IV*  
 Ace of Diamonds, 279  
 Children's Polka, 278  
 Gustaf's Skoal, 280  
 The King of France, 282  
*Grade V*  
 Tantoli, 301  
 The Crested Hen, 300  
 The Man in the Moon, 298  
 Virginia Reel, 303  
*Grade VI*  
 Highland Fling, 318  
 Irish Lilt, 323  
 Reap the Flax, 325  
 Sailor's Hornpipe, 321  
 SNEDDEN, DAVID, 15  
 Sprains, 92  
 Story plays listed in alphabetical order by grades, 176  
 Story plays, explanation of, 175  
 Story plays  
*Grade I*  
 A Trip to the Orchard, 231  
 Automobile, 228  
 Birds Learning to Fly, 228  
 Building Bonfire, 228  
 Firemen, 229  
 Flower Play, 230  
 Playing Santa Claus, 230  
 Soldiers, 231  
 The Carpenter, 229  
 Wind, 231  
*Grade II*  
 Building a Fire in a Stove, 242  
 Circus, 243  
 Fishing, 243  
 Indian, 244  
 Ironing, 244  
 Making Garden, 244  
 Picking Apples, 244  
 Picking Corn, 245  
 Playing in the Wind, 245  
 The Sailor, 246  
 Stunts listed in alphabetical order by grades, 177, 178

Stunts, explanation of, 176

Stunts

*Grade IV*

Arm Length Tag, 283

Chinese Get Up, 283

Crab Walk, 285

Finger Feat, 284

Foot and Knee, 284

Frog Jump, 284

Hand Push, 284

Head and Heels, 284

Jump Over, 284

Long Reach, 285

Palm Spring, 285

Pull Across, 283

Stump Walk, 285

Wicket Walk, 285

*Grade V*

Ankle Throw, 305

Ball Kick, 305

Hand Balance, 305

Heel Knock, 306

Indian Wrestle, 306

Jumping Stick, 306

Knee Deep, 306

Knuckle Down, 306

Lifting Chair, 307

Mule Kick, 307

Pulling Sticks, 307

Rooster Fight, 307

Standing Toe Wrestle, 307

Turn Around, 308

Wheelbarrow, 308

*Grade VI*

Bear Dance, 327

Body Reach, 327

Crane Dive, 327

Elbow Roll, 327

Elephant Walk, 331

Eskimo Roll, 328

Forward Fall, 328

Human Rocker 332

Jump Foot, 328

Jump Stick, 330

Jumping Jack, 329

Neck Spring, 332

Sack of Wheat, 330

Single Squat, 332

Skin the Snake, 329

Through Stick, 333

Tip Up, 330

Toe Jump, 330

Twister, 331

Supervised Play, importance of, 146

Swing, construction of, 157

Tag games listed in alphabetical order by grades, 179, 180

Tag games

*Grade I*

Cat and Mice, 232

Squirrel and Nut, 232

Toad, 232

*Grade II*

Bluebird, 246

Still Pond, 247

Turtle Tag, 247

*Grade III*

Cat and Rat, 265

Crows and Cranes, 265

Fisherman, 265

Freeze Out, 266

Last Man Up, 266

Letting Out the Doves, 268

Slap Jack, 268

The Farmer Is Coming, 267

Tommy Fiddler's Ground, 267

*Grade IV*

Bean Bag Tag, 286

Black and White, 286

Cross Tag, 286

Day and Night, 287

Hill Dill, Come over the Hill, 287

Lame Fox and Geese, 288

Still Pond, 288

Stone, 288

*Grade V*

Couples Tag, 309

Last Man, 309

Partner Tag, 308

Squat Tag, 310

Streets and Alleys, 309

Twelve O'clock, 310

*Grade VI*

Balance Tag, 333

Double Tag, 335

Fox and Geese, 333

Scotch and English, 334

Stone, 334

- Teacher as disease detector, 67  
Teeter, construction of, 159  
Teeth, examination of, 82  
Textbooks, use of, 25  
Tourniquet, use of, 87  
Track and field events, 195  
Unification of health and physical  
    education, difficulties in the way  
    of, 16  
Ventilation, 34  
Vision, protection of, 77  
Vision testing, 79  
Vision testing correlated with health  
    instruction, 95  
Volley ball, 188  
Weighing and measuring children, 57  
WELLS, MARGARET, 95  
WILLIAMS, JESSE FEIRING, 8  
WOOD and CASSIDY, 216  
WOOD and LERRIGO, 142  
Wounds, 87

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